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The School and Schoolcraft

S. M. BRINSON

I have thought it not inappropriate on this occasion to speak of the great agency of enlightenment, the school, and the one who therein fills the sacred office of Teacher. "The School and School-Craft," I take it, will include both the temple of knowledge and the priest, who ministers at its altars.

It is a far cry from the modern school to the school of Goldsmith's day and description—"Sits the school-house by the way, a ragged beggar sunning." Scant thought and means were put into this institution until comparatively modern times. Its neglect through the generations has been marked. Despite this neglect, tragic and pathetic, the contribution of the school to the Republic has been very great. Within its walls many of the great men of our history found their first preparation for and stimulus to great achievement. In the early days the problems of education centered wholly about this rural school.

As the small groups of citizens developed into the larger, the towns and cities, other problems were added, but in North Carolina and in the South generally this problem of education is yet largely a rural school problem. That about 80 per cent. of our population live in the country is a fact which holds for us both a promise and a challenge. It holds the promise of environment naturally helpful and stimulating, a life simpler and freer from the vices and temptations which beset youth in the towns and cities.

*"No splendid poverty, no smiling care,
No well-bred hate, or servile grandeur there."*

—YOUNG.

The free, open, invigorating air of the country is nature's best contribution to the unfolding life.

Conditions so favorable naturally to wholesome development should have our best and most earnest thought to the

end that possibilities so great should have largest realization, and that nothing tending to lessen or impair in any degree or in any way the fine efficiency of these natural conditions be permitted. The urban population should be as active as the rural in maintaining or improving these rural conditions. The intelligent and patriotic citizen, whether in country or town, is interested in maintaining wholesome conditions in the country. Both a selfish and an unselfish consideration will induce this interest on his part. We are all one people in this State and our interests are so interwoven that prosperity of one class must help in some degree the others. This interdependence is most noticeable, perhaps, in the relation of farmer and merchant, and each, unless he is singularly shortsighted, should have concern for the welfare of the other.

Most all of the North Carolina towns find their main support in the country which immediately surrounds them. The prosperity of that country district tributary to the town will largely determine the prosperity of the town. A prosperous, contended, broad-minded, generous-souled country community is the State's best asset considered from the moral, economic or political viewpoint.

To conserve this great value to the State our best and most unselfish labors should be enlisted. 'A bold peasantry, their country's pride, whence once destroyed, can never be supplied.' No happier, more contented being can be found, I think, than the farmer who sees about him favorable conditions for living, and knows that his own intelligence and enterprise evolved these conditions from the old poorly tilled farm out there amid surroundings lacking in all the essentials of progress.

What are some of those essentials? There are several, but—measured by the character and motive of its ministry as well as by its extent—I doubt if any will take precedence over the school. The present indications are that the school must be looked to largely in the future to lead in all the movements for rural uplift.

However much the country school of today may be criticized its progress in the last fifteen years has been greater than that of the city school and in most of the country communities it is better equipped today for leadership in wholesome rural movements than any other available agency. This is said in

spite of its known limitations and the obstacles in its way to a real and lasting efficiency.

This, then, is the challenge!

Will the State, whose best defense is the school, meet it? Will the State, whose character is fixed and destiny shaped by the school, be content to give it meager, sometimes grudging support, while it lavishes its favors upon other enterprises more skilled in the arts of the lobby, more favored with adroit political leadership?

The country school in North Carolina has an ever-widening mission. He who has been in touch with it during the past fifteen years has seen its influence touching matters wholly foreign to its accepted mission twenty years ago. The country school of today and tomorrow must minister to the moral, the social, the physical and economic needs of the community while it functions at its old task of putting text-book matter into the heads of the children.

As a moral force the school has, perhaps, its largest work. However keenly edged the intellect of its product may be, if there is lacking a good, strong moral sense, a disposition to approve and lend aid to things of moral worth, to speak the truth and respect one's obligations—if there is not this moral bent given to the life—then somewhere, in home environment and influence, in heredity, or in the school, someone has failed, tragically failed.

The normal boy, without the handicap of tainted blood or degrading home influence, should come out of the school with good feelings toward his school-mates and wholesome sympathy for all mankind.

The school should not, cannot, usurp the functions of the church, but it should be its ally in planting deep and constantly watering good, strong, moral teaching. In many country communities religious services are far apart, frequently a month intervening between services. We not infrequently find communities without either church or Sunday school advantages. Of real service to these communities are teachers who implant in the mind of the child a reverence for God's Word and who can find in that Book illustrations of much that is taught in the text-books and, indeed, explanation of many natural phenomena puzzling to the child's mind. To teach the goodness of God and inculcate the principles he enjoins upon us is no greater invasion of our liberties than are certain de-

clarations of the Constitution and the Governor's Thanksgiving proclamation issued every year.

A life without some feeling of moral responsibility is a constant menace to the State and a burden to society.

Again, the rural school of the future must be a **large factor in the social life of the community**. The worst feature of rural life is the isolation we so frequently find there, an isolation which has reaped a rich harvest of narrow, provincial views and customs.

Many ills of a moral and physical sort are traceable directly to this living apart from one's fellows. Denial of social intercourse must result in unsymmetrical character.

The school-house should be, and will be in the future, the social center of the community. Here at stated times and with growing frequency, I think, the grown people of the community will meet for exchange of views touching neighborhood matters, for common counsel and planning for concerted effort in community work. Matters of even larger concern than those of neighborhood interest will claim their earnest thought and consideration and the State and Nation will profit from these community gatherings.

This school of the future should be of **larger economic value** to the community. It should more nearly relate its work to the life of the community and the probable life-occupation of the pupils.

We have already in North Carolina taken into account the need of scientific training for the farm.

We were rather slow in appreciating the fact that the vast majority of the country boys and girls could never avail themselves of training of college grade, but, while tardy in appreciating this condition the State is doing well now and will do more, I feel sure, in providing scientific training in Agriculture and Domestic Economy for the high school boys and girls of the State. The results thus far attained offer ample evidence of the wisdom of this provision. We are fast learning that the effort to place the city graded school in the country is ill advised, however commendable the spirit which prompts it.

The conditions in the country require larger provision for high school instruction, but this school, in its spirit and its curriculum, should stress those things whose tendency will be

to hold the young men and women on the farm and give them training for its proper use and handling. These studies have educational value, afford means of mental training as good, perhaps, as any others.

While wise provision must be made for the secondary school, the school of first consideration with us, of primal importance, is the elementary school. That which touches the life first and at its formative period claims our warmest sympathy and largest support.

Any influence which hurts the efficiency of that school, shortens its term or limits the scope of its useful ministry is a baneful influence which has its root in ignorance or viciousness.

Any political system which would make other considerations than those of efficiency for its holy service as bases for its administration should be destroyed root and branch.

Passivity, indifference, misdirected zeal have contributed to its hurt.

To the defense of that school we should bring a zeal according to knowledge and a courage grounded in deep and abiding faith.

Within the past twenty years the progress made in education in North Carolina has been marvelous.

The development of this school—this rural school of which I am now particularly speaking—has come because of the quickened interest of the people, and too, in turn, with every marked improvement of the school the interest of the people has widened and intensified.

But, my friends, though more progress has been made in the development of the school during the past twenty years than was made in the fifty years preceding this period, the work has hardly begun.

How can we with unctuous satisfaction with ourselves boast that we have reached a six-months school term when in the boast itself there is the confession that for one-half the year the State and County together interpose nothing in the way of the wiping out of the impressions more or less feebly made upon the immature minds by the average moderately trained teacher?

The last Legislature made a positive advance in educational matters and under the wise direction of our educational lead-

ers a program rational and inspiring is being carried out. Their lead should be followed and ungrudging and loyal support should be given them, but we should do more than this.

Our support should be so hearty, so spontaneous, so inspiring to them that a new goal shall be set and that goal be the equality of the country school with the city school.

As long as four-fifths of our people live in the country and the children of these people must receive their elementary and high school training in these country schools, the State cannot be other than recreant to its duty until advantages as good as the city school affords are given to the rural sections.

The State cannot escape this responsibility.

The North Carolina school, generally speaking, is a rural school. It ministers to a rural community. It ought to train and fit for rural life, as I have indicated. Its curriculum, with no sacrifice of the essentials, the fundamentals of a sound education, should nevertheless inspire interest and faith in and some special training for that life.

It has yet, this typical North Carolina school, a higher function, a holier mission, than training for this particular or any other secular occupation.

This North Carolina school should train for efficient and patriotic citizenship.

Our early fathers when they came to frame the Constitution of the State were inspired by something more, I think, than human wisdom. When they put into that instrument the requirement that "schools and the means of education shall forever be encouraged," they placed the State upon a sure and lasting foundation, the only secure foundation for a democracy. The storms of political and social heresies may beat against that rock, but it will stand as long as the State shall in the spirit and to the letter obey that Constitutional mandate.

Those very fathers had lived under another government, or their fathers had, and they realized fully the essential difference between the old-world monarchies and the form of government which their democratic natures craved, and to secure which they had braved the perils of strange seas and desperate battles. Henry George's philosophy has no application to them: "If a slave must continue to be a slave, it is cruelty to educate him." In this country every man—accord-

ing to the conception of the founders of the Republic—is the equal of his fellowman and should have an equal voice in making the laws and naming the officers to administer them.

The need then of general enlightenment is manifestly important—even necessary to the permanence of our free institutions. With us, a governmental act is the act of the whole, the concrete expression of the will of the whole. It is evident that to the degree that the body of our citizenship is educated, to that degree will the act prove wise and beneficial, assuming, of course, the wholesomeness of the motive and intention.

If this be true—and I think a mere statement of the proposition will compel its acceptance—how can the Government, whose intelligent functioning, if not its very existence, depends on the education of the people—how can it escape the responsibility of at least sharing with the State the burden of furnishing this education?

The history of this Nation as contrasted with the experiences of other Nations (some of them calling themselves democracies) is giving emphasis to the value of educated citizenship. What might not Russia be today if through many generations intelligence had been generally diffused among the millions of that ordinarily stolid population? As it is, an ignorant populace—now conscious of its power—finds itself helpless in its use. Tragic as was the fate of Russia's former rulers, there seems a measure of retribution when we remember the centuries of enforced slavery through ignorance imposed on the millions of loyal subjects who had a right, a God-given right, to be free and to be enlightened.

What they shall do with their power—unfitted as they are for its use—no one can tell. I think we have basis for the hope that that great empire of undeveloped wealth shall some day—after a period of strange, grotesque, tragic experiences—settle down to a normal, rational basis and work out its redemption under the protecting care and kindly direction of friendly and more favored Nations. The past few years of Russian history have at least had the value of proving the fallacy of their former rulers' doctrine that people can best be held in loyalty to government through the bondage of ignorance.

Any political power, national or local, based on a people's ignorance is uncertain and unstable. No political power is

permanent unless it is a grant from an educated constituency. No secular authority can regard itself as secure unless that authority has as its support the major intelligence and character of the community over which its rule extends.

Whatever may be said of the evils, which are many and multiform, in these modern days, there is a degree of comfort and promise in the sureness with which the people—when informed—displace bad rulers with good and reform institutions and laws when the need is seen. The bent of the popular will is toward the right. The trend of worth-while sentiment is distinctly upward.

However, the complexity of many of the problems growing out of our modern civilization offers large obstacles to our continued development as a people.

The evils of former times came to us in gross forms. They were easily discernable and their wicked purpose and effect clearly seen. In these days, the trained, discriminating mind is the only hope of him who would do the right and avoid the wrong. There has been, of course, need of general enlightenment at every period of our country's history, but its absolute necessity now as a defense against the insidious evils of today is too manifest to permit of questioning.

There is an insidious propaganda in this country, heavily financed, to weaken the faith of our people in the integrity of our American system of government. There are now and then more or less violent outcroppings of the spirit of "Bolshevism." Foreigners—many of them with positive aversion for our government—have flocked to our shores. Our power of assimilation of this element has been overtaxed. In many sections of the North and West some high and influential stations under the government are held by men who have no sympathy whatever for our national spirit and ideals.

The South, my friends, is the only purely American section of this country. Ours too is the only thoroughly national spirit. As the son of a Confederate soldier I feel an intense pride in the achievements of that gallant body of gray-clad men who made memorable history from '61 to '65. From that father I first learned of the greatness and glory of this re-united country, and I share today with him the faith he expressed to me that some day our Southern civilization would be the saving quality of our American government. We were held in this Union to save it for a holy mission.

We are beginning to understand that behind Columbus and his undertaking was something more than human enterprise.

Through happy environment—fortunately selected for its purpose, I believe—properly trained and disciplined for a holy task, this Nation will soon again feel the breath of inspiration and resume its rightful leadership in the march of world-peace and world-righteousness.

We shall not realize the dignity and the honor and the power too involved in our leadership until our people shall be enlightened. The need then of education—generally diffused—is urgent and immediate. We should preach this doctrine everywhere. Schools, more schools, better schools, must be our slogan and to the realization of this program of enlightenment our energies should be spent and our money generously, unsparingly given. The national need is not a tremendous military establishment. Recourse must be had to the spiritual—not the mere physical.

The schools will open the avenue to a cleaner, purer social and political life. These will avail when military trappings and martial array will be wholly futile.

Having discussed at some length the school and its part in the ambitious program of national development, I want now briefly to discuss the one who will have largest place in the realization of the ends sought—the Teacher. Hers is the place of largest responsibility and honor too. Her ability and fidelity are the foundation stones upon which must stand the efficient school of which we speak.

We may lavish funds, public and private, upon structures architecturally perfect, and put therein equipment and furnishing as fine as may be had, and yet—without the teacher, the one who has by nature the bent of mind and talent, and by training the development of that talent—the school will stand a monument to folly.

The teacher, I think, bears a relationship to the pupil somewhat akin to that the potter bears to the clay ready for his modelling. The analogy will fail if pushed too far. Inanimate clay, while pliable, cannot enter into and helpfully co-operate with the potter. Nor can the potter find inspiration in the shapeless mass before him.

The potter bringing form and beauty to what was shapeless and inanimate clay pictures in suggestion the teacher's holy

task of giving shape and comeliness to the mental and moral and physical mass, represented in the immature child committed to her care.

How great is the responsibility of the teacher! Responsibility is fairly measured by power and influence and the modern teacher has possibilities of influence well-nigh limitless. The badge of Divine sanction and approval belongs to her profession. The language of Paul may fitly be spoken to you, young ladies: "I beseech you that ye walk worthy of the vocation wherewith ye are called." Larger responsibilities rest upon you than upon the Ephesians to whom they were addressed nearly two thousand years ago. The purely secular teacher must concede priority to the teacher of righteousness, the preacher, but to no other. He, who is clothed with the authority of Heaven to preach the unsearchable riches of Christ, has first claim upon us, but—coming closely behind him—is the one who opens the eyes of the child to the fine things of God's creation and shows their true relations and values. Her mission is holy and is measured only by her appreciation of it and ability to fulfill it.

Plastic mind offers, objectively, the finest, the most promising clay for mental and moral modelling. Its pliable character as well as the permanency and value of its ultimate shape invests the teacher with a dignity, an immeasurable responsibility which lifts hers from the human to the Divine office.

The chiselled marble eloquently witnesses to the genius of the sculptor. The animate clay tells more eloquently still the story of patient labor and consecrated talent dealing with immortal mind. Cold and passionless marble may for a time withstand the destructive forces of nature, but crumbles finally into its native dust. A life quickened by her whose soul is afame with holy zeal, a mind trained by her whose ministry includes both skill and loving interest—that child will put into motion wholesome influences, which shall intensify and multiply to the end of time—even through the long stretches of eternity itself.

The efficient business methods of modern times are vast improvements over the primitive methods of early days. Barter and exchange have given place to scientific systems of finance and business. The social development of the race has been pronounced in this generation. Systems of govern-

ment all over the world, for the most part, have undergone changes—all tending to more just systems, with fuller recognition of the rights of the citizen—all with a decided bent toward a practical and efficient democracy.

These things have come largely as the fruition of the sacrificial labors, the devoted and intelligent ministry of the Teacher.

As is usually the case with processes that are substantial and fundamental, rather than spectacular and superficial, the Teacher's best work, perhaps, does not show immediate results. They show in the gradual unfolding of the life, the slow yet sure and even development of the character, of the child committed to her.

Somehow, somewhere, at sometime that faithful work will find its fit expression, its ample justification.

Many of the startling and revolutionizing inventions, many of the heroic achievements of history, have come to us as the flowering of the seed planted in the child-mind back in the almost forgotten school-room.

Much instruction, thought by the teacher to have been lost or wasted, has yielded to the State and Nation four-fold upon the investment—in the matured conviction of great leaders of the Race. It is here, in the school-room, that the Teacher at her quiet task—frequently a dull, prosaic task—of stimulating and directing mental activity leads the child along the road to knowledge, guiding his unwary steps over dangerous ground and safe-guarding him against the lurking evils.

During these school days—days of planting for the Teacher—seed of moral as well as of mental kind are planted and watched, and tended with painstaking care until they ripen into infinite blessings. The social order, the political systems, the industrial organizations, have undergone marvelous changes, wholesome development, in these latter days. This has come because somewhere—back in the modest school-house of Goldsmith's fancy or the impressive school-house of the modern city child—there labored patiently and ungrudgingly some teacher whose conscience was not satisfied with perfunctory observance of a fixed schedule of work, but whose soul felt the thrill of a Holy Mission and something of the joy of the potter as he brings symmetry and beauty out of the mass of clay before him.

To train her, who is to fashion into shapely and useful form the citizenship of tomorrow, is the State's first duty—its fundamental and essential task.

The State will not be recreant to its duty.

May this School never forget its mission. May the steering wheel feel for many years yet the sure and steady grasp of its great President who has piloted this school thus far!

May North Carolina each year witness a constantly growing army of teachers leaving this school, professionally equipped, with the faith and zeal of the Crusader and the tender shepherd-heart of Him who taught as none other ever taught, and exalted as no other could the Holy office of teaching!

Public Welfare Work in Pitt County

K. T. FUTRELL, *Superintendent of Welfare.*

The writer of this article will attempt to give a short survey of a few aspects of the Welfare work in Pitt county with which he has dealt or which he has discovered during the past few months. It will be impossible to survey the entire field the welfare officer is responsible for or give in detail many pieces of work actually accomplished, but it is hoped that some suggestions herein may be given toward enlisting the active co-operation of all civic and social minded people in a great common task.

On account of the newness of the situation and the scarcity of trained men outside the commercial fields, Pitt county did not employ a whole time superintendent of welfare until November 1920. Prior to that date, however, the duties of the office had been effectively discharged by a half time superintendent, whose handicap was a lack of time to make outside investigations. He laid the foundation for constructive work and blazed the trail for later progress.

Soon after the election in November the new board of Public Welfare, composed of Prof. H. E. Austin, Mr. J. W. Holmes and Mrs. Lina Baker, met in regular session to discuss the work. It was decided to follow the plan of publicity launched by the former superintendent and to reach every part of the county with public meetings. Following this meeting a series of community meetings were addressed, the work explained,

problems of actual work in the county given and a local welfare secretary appointed to assist in the work. The response received, to this writing, from these community meetings has been gratifying indeed.

At the first meeting of the Board of Education the school attendance law was discussed and a plan to educate and lead the people rather than drive them was suggested. The teachers' meeting, both white and colored, were addressed explaining the law and the teacher's duty in the matter emphasized. The response during this year was gratifying, as I understand it was last year, but there is yet a great work to be done in the field fighting illiteracy in Pitt county. Though the school spirit has been growing in Pitt county, the fact remains that many parents fail to recognize the right of their children to an education; they have been too long permitted to do as they pleased in the matter of sending their children to school. A number of this class have been visited this year with the result that, with the beginning of the school in their respective communities in the fall, they have promised to begin their children at the first of the school and keep them there. They made this promise under suspended indictment for past violations of the law. Prior to the opening of the school in every community in the county this year a letter will be sent to every man whose child was reported out of school calling his attention to school opening and his obligation in the matter. In this way it is planned to allow every offender of the law a chance to abide the law without working undue hardships on him in the rush of work at the opening of the school.

In the work of the Juvenile court during the last eight months we gather some very interesting information concerning children and delinquency. Of the thirty-eight that have come to the attention of the probation officer, not all these coming before the judge of the court, however, four children had no parents, only seven had both parents living, but at that, the homes were not normal ones; twenty-six half orphans with the father dead in eleven cases, thus leaving the father alone in fifteen instances. It was found that environment contributed very largely to the delinquency of these children. In dealing with them the thought of "What can we do for them" instead of "What can we do to them" was kept in mind. Disposition was made as follows: Five were taken

from their parents and placed in approved homes in this county, four were sent to other counties and placed in homes, five sent to orphanages, one returned to another State and placed in a home, two ordered to Jackson Training School, the order subject to repeal by good behavior, while the others were placed on probation with parents and guardians to make reports occasionally to the court.

Some cases in the Juvenile Court are here given to show the nature of that aspect of the work in the county.

(a) Parents were permitting their three small children to steal from stores and farm houses in their community and were encouraging them to conceal the goods. The Judge of the Juvenile Court had the children brought to Greenville and turned over to the probation officer. They were placed in the detention home for six days while suitable homes were found. The first home found for two of the children did not prove satisfactory and it was two weeks before they were permanently placed. The other child was placed permanently at first. Four months have passed since these children went to these homes and they are reported as "doing fine." They are located in some of the best homes in Pitt county.

(b) A small colored boy, age about ten, was brought to the probation officer instead of locking him up for vagrancy. Investigation proved he had no parents or home and was born in another State, having been brought here by a man who, when the matter was brought to him, paid the charges incident to his detention here and he was turned over to the State Board of Charities in the State of his birth where he was placed in an approved home.

(c) A small boy was locked up for larceny. Investigation showed he was innocent but that another boy filling his description was the guilty party. The accused was an orphan in need of a good home and he was turned over to a colored man on a large farm under the supervision of the Court. The eleven-year-old boy who did the deed, because of his general reputation, was paroled to a man for a few months to improve in conduct. Reports on the latter are to the effect that he is a splendid worker and very likely will overcome his bad traits.

In the neglected class of children coming to the attention of the office during the past eight months only two will be

noted to show how children may be neglected and the public be passive to their neglect.

(a) Not getting a response from letters written in regard to a ten-year-old girl being out of school, a visit was made to the home. A father and mother and four small children were found. The home was dirty, but not unlike many homes found during the tobacco stripping season, and upon this visit a date was set for the child to begin school. A few days later upon notice from the teacher that the child had not entered school a second visit was made with the effect that insanity was discovered affecting the mother. A deeper investigation was made this time, having her examined and certified for the State insane asylum where she was sent three weeks later. Those four children had not been allowed to leave that house to even play in the yard for months. On this second visit a thorough investigation of the house and premises was made and it was found that the children had used the other rooms of the house to throw filth and it was the most unsanitary living quarters I have ever seen. The yards evidenced no play by the children. The house was a prison and this mother had been getting by with this sort of life for several years. Suffice it to say that, after the mother left, the little girl went to school for about three months and the other children got to play in sunshine. Recent reports from the State hospital state that the mother has improved and may be returned home temporarily under the supervision of the superintendent of welfare.

(b) A twelve-year-old orphan girl had been marked by the community as feeble-minded and not capable of going to school and mingling with other children. Then, too, she lived beyond the legal limit, I was informed upon investigation. Following an investigation at the home where the child was doing most of the work in a family of eight, she was examined by the county health officer, and the guardian advised to send her to school on the following Monday. After three months at school her teacher reports that the child is a very intelligent girl and almost made the first grade in that period. This child did not know her girl companions on the adjoining farm in the community, so closely had she been confined with the duties of the farm home. Her sound but undeveloped mind was waiting for a chance. Her body was found to be healthy

and strong and robust. This child, if allowed to remain in that environment, shut away from playmates, school, and all the beauty of association, is in direct line for a berth in the county home, or at least subject for county support when she is not self-supporting. Behind her in regular succession will follow her kind, not one of whom will possess pride above county support, weakening the fabric of society with their descendants of low mentality. The neglect of the children in the past years has brought an appalling situation for the social worker to face. I do not advocate that the caring for every child in youth will eliminate the county charges, but I believe that this sort of work done effectively for a long period of time will reduce the pauper list to a minimum, and also strengthen the fabric of society.

Mention of settling family disputes is here made to show the nature of a welfare officer's work and what he may be called on to do. In response to a letter from the principal of a school in the county, stating that the father of a child had threatened to kill him, and unless action was taken at once he would be forced to resign his work, the welfare officer called at the school and visited the infuriated father. The latter agreed to attend a conference at the school-house where the teacher, chairman of the school board and the welfare officer were present. The matter was there gone over and the father agreed to drop the matter, admitting he had done wrong, and instructed the teacher to discipline his child when it became necessary, and to depend on him for support in every way. Five months later the principal of the school stated that the meeting settled the trouble not only for that father but for the community as well. It has been the pleasure of the welfare officer to settle a number of family disputes by calling all the members of the family together for a conference.

A number of homes have been investigated for placing children in this county under the supervision of the welfare officer. The welfare officer has been instrumental in sending a number of insane people out of the county and has assisted a number of relatives of orphan children in getting them into orphanages. Cases of caring for wayward girls and advising with parents, raising money for special pieces of orthopedic work, making inquiries for social agencies, settling family disputes, advising the distribution of the poor funds for the county, acting both as detective and friend for the Juvenile Court and

being the chief school attendance officer for the county, are a few of the things coming up for attention worthy of mention.

Our plans for the future are now being worked out. We are conscious that our children have been neglected for a long time. We realize that the old people everywhere who are now burdens to the State and county were the neglected children in their childhood. We want to build up a sentiment against child neglect so strong and so active in this county that no child, whether rich or poor, crippled or blind or deaf, will be neglected and not have an equal chance with every other child to grow into the fulfillment of the perfection that God designed for him. We realize that the heart of the county life must be made to see from an economic viewpoint, if no other, the value in training and caring for the youth of our great county. Then, to this work, let us summon our best people, our resources that those who come after us may rise up and call us blessed.

The American Program in Education as it is Related to the Work of the Normal Schools and Teacher Training Institutions

(Speech delivered by PRESIDENT ROBT. H. WRIGHT at the National Education Association, Des Moines, Iowa, Tuesday, July 5, 1921.)

I trust you will not interpret this paper as coming from one who thinks the affairs of this world are going to the bad. I firmly believe an all wise Father is working out the destiny of man through the only means of deliverance. God works for humanity through human beings. When he wanted to save the world he sent his only Son as a man to save men.

A man stood upon the banks of the Ohio at a time when the river was laboring with a raging flood. He noticed the water near the shore running up stream and said, "Behold, the whole world has gone wrong. Even the waters flow up stream," but when he cast his vision further out, he saw the waters were moving down stream. So it may be with us at

these trying times. When we see the events close at hand, we may think God's universe is moving against God's laws. Not so. The hand of Jehovah is moving this world at this flood time in keeping with God's great purposes. As a flood in a stream changes the channel, taking down this shoal and build-up a shoal in another place, moving the channel from one side to another, yet leaves it the same stream, though changed, so God is today changing the currents of human affairs and building shoals where channels formerly were and making channels where shoals stood before the floods came.

It is the part of wisdom for the good pilot of a river boat to acquaint himself with the changes in the river after each flood time. Only in this way can he direct his craft with safety.

The channel of human affairs is changing and "Only the bat-minded men are blind to the big fact which underlies and envelopes all other facts of our time, that the universal social order is in a process of change at the present hour. In every continent and country and clime and condition there is unprecedented stir and unrest among the people. Old ways of doing things, old allegiances, and old standards of value are being given up for new. The transformation of organized life that is now taking place everywhere is really profound. It reaches out into every department of human interest. An understanding of this phenomenon is the first duty of every thoughtful person who would be alive to his own era." This new condition places upon the school people a very grave, a very serious responsibility. With the world in a state of ferment there is a tremendous task facing the schools. Read Matthew Arnold's *Dover Beach*. I quote the last stanza:

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain:
And we are here as on a darkling plain
Swept with confused alarms of struggle and flight
Where ignorant armies clash by night.

Traditions have been swept away, the accepted is questioned, the established is not stable. We have gone through a period

when the whole world was organized to convert love into hate and faith into doubt. Nations were organized on these destructive bases. We were taught to doubt, to hate, to destroy. Today you and I live in a period of confusion that of necessity must follow years of such activity, and this confusion is world wide. The schools must find the way out and must lead the present generation of youth into ways of organized constructive intercourse.

We need a Moses to lead us out of the Wilderness of confusion and a Joshua to fight our battles when we cross the Jordan that surely lies before us.

We are at the dawn of a new day, a new epoch in the world's history. The hand is writing on the wall. Shall it be "Mene Mene, Tekel, Upharsin," or shall it write, "A little child shall lead them"? The nations of the world are being weighed in the balances. Will peace on earth, good will to men, weigh more heavily than selfishness, envy, hate—the seed from which we germinate war? It all depends upon what the teachers say.

In our political life we are being tested as never before. Thousands, hundreds of thousands, even millions of dollars are spent in our campaigns for public office. We are taking war methods into our political campaigns. Suspicion, hate and even corruption are being found. Men are trying by the liberal use of money to get political preferment, not always by the actual purchase of votes, but by the purchase of public opinion—done by controlling the press. Can we be saved from this evil? It depends upon what the teachers say.

The system of nominating candidates by the public primary has come to stay. The result is that our law makers, judges, executives will be only slightly above the average in morality and mentality. The leader of the gang is only a little above his fellows. If his ideals are too high, the gang will not support him, so our political leaders are destined to be only a little above the average of our whole voting population. Already the results are that we often have law breakers as law makers and we have judges who see gambling in high and low places, but see it not, and executives who refuse to enforce the law that does not meet with their approval. Shall these evils continue? Or are we to save the Nation from such conditions? It all depends upon what the teachers say.

Our sense of civic righteousness is being tested as never before. Men are saying, "This law is not intended for me, therefore, I will not obey it." We have forgotten that when it becomes a law it is binding upon all. There are no special privileges for any select group of self styled superior individuals. While it is law it is binding upon every good citizen and the test of good citizenship is the spirit with which the individual obeys the law and assists in its enforcement. Are we to correct this evil? It depends upon what the teachers say.

In our industrial life we are divided into two great camps, organized labor on one side and organized capital on the other, each looking for the evils in the other. It looks like a battle to the finish while the people suffer and pay the cost. Labor unions do not guarantee to capital an honest day's work by every member of the union, and capital does not guarantee to labor a living wage and proper living conditions. The fight goes on, each trying to get advantage of the other. Are we to correct this evil? It depends upon what the teachers say.

So I might go on through all the phases of human endeavor finding the evil and looking for the remedy. The answer in each case is the same, "It depends upon what the teachers say." If my thesis is correct, and I am positively sure it is, the greatest responsibility that rests upon any group of people in our civilization today rests upon those men and women who labor in institutions training teachers for the schools. There is the stream proceeding out of the throne of God, on either side of which is the tree of life, "Yielding her fruit every month," "And the leaves of the tree (are) for the healing of the nations." It is the truth that makes men free and the untrained teacher cannot carry the truth to the present generation of children, for the untrained do not grow up by the side of the river of life. Ignorance is our most dangerous and most expensive luxury. The trained teachers working with other right minded men and women will save our civilization, if it is to be saved. They are the pilots of the boats sailing for the first time on life's stream.

Any state in our union, our nation, or any other nation, failing to see how vital well trained teachers are in piloting the ship of state, will drift upon the rocks and there be left to the furies—a tempest coming out of an ignorant and superstitious people. Strong indeed must that ship be if she withstands the

tempest. Dear old Russia today is upon the rocks and it will take the co-operative endeavors of the allied nations of the world to save her from herself. All we can save will be at best only a wreck. Mexico is fighting against the same waves, though they are beating upon her from a different angle. Men and women of America, are we going to save this nation? Our men in Congress and our Chief Executive do not yet see how vital to our country's safety is the present educational measure before Congress. If they could see, the bill would be enacted into law within ten days. The passing of the Towner-Sterling Bill will not save the situation, it will only pave the way for you and for me to do the work. It will be a means of helping. It will be national recognition of the vital necessity for public education. It will encourage those who labor and it will approve of the efforts being put forth. It will say to the world "Democracy recognizes universal education as essential to the safety and stability of democratic government." This much at least we are entitled to, but the work must be done by you and by me after this bill is enacted into law.

The task that lies out before us today is the most worthwhile task that has ever been given man to do. We who train teachers must never let up until every American boy and every American girl, red, yellow, black, or white is in a good public school taught by a well trained efficient teacher. A good public school for every American child, good enough for the best of us, or it is too poor for the worst of us, should be our slogan. Remember, citizens of America, you cannot get the best for your child until you are willing to give the best to my child, and the untrained teacher is not good enough for my child. Democracy makes me want to give your child the best.

You, teachers, who are trained, will you take this message to heart and then carry it to Garcia!

The Wesleyan Plan of Observation and Student-Teaching

CHARLES L. BANE, *Assistant Professor of Education, Ohio Wesleyan University.*

The method of conducting directed observation and supervised student-teaching in the Demonstration School of Ohio Wesleyan University, Delaware, Ohio, may be of interest to teachers of this section. The Wesleyan plan is not especially unique, but is very practical, and has been in successful operation for six years. The plan was drawn up by Dr. A. R. Mead, Professor of Education in Ohio Wesleyan and President of the National Association of the Directors of Supervised Student-Teaching.

CONTRACT WITH THE BOARD OF EDUCATION

The school in which the observation and student-teaching are given is located at Kilbourne, Ohio, 6 1-2 miles from Delaware. It is a regular centralized township high school. Our university students are transported thither in motor busses. By our contract with the Board of Education, the university is to have the privilege of sending student observers to all high school classes, and to put in student-teachers where it sees fit. But in so doing we are ethically bound to see to it that the interests of students are safeguarded; observers must in no way interfere with class work, nor must the work of the student-teacher be below the standard set by the regular teacher. Besides, the university pays annually to the Kilbourne school approximately \$6,000, which constitutes about 70 per cent of the salaries of five "supervising teachers."

These teachers are nominated by the Education Department of the university and formally elected by the Kilbourne School Board. All are college graduates, especially trained in the theory and practice of teaching and all have had successful experience elsewhere. Each teaches a special subject and supervises the university students taking practice teaching in this subject. Dr. Mead, Dr. Peters, and the writer as general directors aid in this supervision. In short, the Education Department virtually manages the high school—formulating its policies, administering its curriculums, and supervising its instruction.

DIRECTED OBSERVATION

Junior and senior students in the university who have had courses in General Psychology, Educational Psychology, and Principles of Teaching in Secondary Schools, are entitled to take the course in observation of teaching. They are divided into groups of not more than ten students each. Each group, in charge of a member of the Education Department, is given one observation each week for a period of eighteen weeks. The director arranges beforehand with one of the supervising teachers to illustrate a particular type of the teaching process, say for example "Inductive Teaching." He considers with the teacher the aim, selection and organization of subject-matter, and teaching procedure of the exercise to be demonstrated. He places in the hands of each observer a mimeographed copy of questions which directs attention to the essentials of that type of recitation. After the observation is made, the director holds a conference with the student-observers, analyzing and evaluating the lesson observed, and making clear its essential features. If he sees fit (which is usually the case) he may have a conference with the demonstration teacher herself, constructively criticizing the work and laying the foundation for more effective demonstrative teaching. The writer has found it quite helpful to divide the conference hour with the student-observers, having part of period before the observation, and the remainder afterwards. In the preliminary conference, the director merely makes clear their observative questions or uses the time in telling the students exactly what to look for, or in orienting them in the work of the recitation. Sometimes written reports, comparable to laboratory exercises, are allowed to take the place of the observative conference.

All our observations are specialized; looking for everything in general we consider a waste of time. We have worked out about twenty-four of these observations, the leading ones are: The Preparatory Step; Hygiene of the Class-room; Inductive Teaching; Deductive Inference; Drill; Appreciation; Supervised Study; Problem Solving; Questioning; Reflective Thinking; Habit Formation; Socialized Recitation; Motor Learning; The Review Exercise; Use of Text-Books; Class-room Management; Incentives, Interest, and Attention; Project-Teaching; Teacher-Pupil Activity; The Assignment. We have, in addi-

tion, a summary observative Exercise which includes the observation of certain basic qualities common to all types of teaching. This observation is used only at the close of the series, or whenever for some reason a **specialized** observation has not been arranged for.

SUPERVISED STUDENT-TEACHING

When our students have completed the observations outlined above, they have seen applied to school room procedure all the principles of teaching given them in their theoretical courses. They are now ready for their student-teaching—and with us it must be done under intense supervision.

Practically all our students do this teaching in their senior year. Students intending to do practice teaching must satisfy the following requirements: (a) Have had or be taking the course in Observation; (b) be in good health, as evidenced by a certificate from a reputable physician; (c) be carrying not over fifteen semester hours of college work, including practice-teaching; (d) have credit for eighteen hours college work in a major subject and ten hours in a minor subject (majors and minors must be subjects commonly taught in the high school); (e) have the sanction of both the Education Department and the College Department in which the major subject falls; and (f) have not over two grades below "B" in the subject taught.

Before taking full charge of the class "she" is to teach (fully nine-tenths of our student-teachers are young ladies) the student-teacher does a series of nine preliminary observations of the conduct of the class by the Supervising Teacher. During these nine periods, the student-teacher familiarizes herself with the names and dispositions of her students and takes a minor part in the recitation as directed by her supervisor—such as calling the roll, making assignments, or aiding individual students. This method we think far superior to the Wisconsin plan, wherein the teacher-to-be begins as a student, "wins her spurs" by her brightness, and then becomes teacher.

Also, before taking charge of the class, she must have prepared an acceptable syllabus of the work to be covered in the class—showing: (a) her objectives or general aims; (b) her selection and organization of content; and (c) her presentative procedure. In addition, before the completion of the course, she must present to the Education Department

a bibliography in the subject taught, including: (a) the names of the authors and best text-books on the subject; (b) apparatus available and where secured; (c) supplementary material; (d) professional books and periodical literature on the teaching of the subject; and (e) educational tests and measurements in the field.

The student-teacher must have her daily lesson-plans constructively criticized and approved by her supervisor before using them in the class-room. On the average about 2 1-2 or 3 hours per week are spent in private conference with the supervisor. In the opinion of the writer, the student-teacher is helped by these private conferences more than by all her theoretical courses combined, so far as actually understanding the principles of teaching is concerned.

The supervisor must be present in the class-room at least one-third of the time the student-teacher is in charge of the class, (must remain for whole periods, too). A detailed rating scheme or score-card is used in marking the student-teacher—the rating is used as a basis of the constructive criticism that is given in the private conference. We have our own score-card, somewhat similar to the Cleveland Plan. We stress doubly “Results” (as determined by the knowledge, power, or skill, acquired by students) and “The Technique of Teaching,” and give minor credit to such items as “Class-room Management” and “Personal Qualities of the Teacher.”

Our supervision is very intense; for by our contract with the school, the interest of the students must be safeguarded. The quality of the teaching must not be below that of the regular teacher. If the supervisor cannot keep the work up to that standard—as shown by tests and measurements—the student-teacher is not permitted to continue the course.

In concluding this brief outline of our conduct of directed observation and student-teaching, nothing further need be said except that the relations between the Education Department of Ohio Wesleyan University and the Kilbourne School are unusually cordial and co-operative. Our contract can be terminated at the pleasure of either party—but neither party would contemplate such a move. The Department of Public Instruction of the State of Ohio is watching with especial interest the development of our most workable and satisfactory plan.

Three Institutions That Are Fundamental in American Life

WILLIS HOLIMAN

In working out any educational system there are at least two other institutions besides the school with which we must reckon, namely the home and church. There are others that are worth-while but these three, it seems to me, are fundamental. If we succeed in Americanizing America it will be because of the high ideals of these three institutions which are continually kept before our people. Our forefathers came to America with very definite ideas concerning the home, school and church. All through our three hundred years of history in the communities which we think have stood for the best things in life, we have found the home, school and church working together. And so today we believe in these institutions. The early colonists came to found homes where they might be able to bring up their children according to the way which they believed was right and to keep them under the influences which they preferred should mould their lives. The time is rapidly passing when home conditions can be improved by moving from one country into another or from one state into another. As the population increases more and more does this become a local matter. The privacy of the home life is no longer what it once was. Parents have a greater problem before them today in teaching their children because of the many counteracting influences. Society has become so complex. The father or mother, or both are connected with so many organizations. Business matters often take them in different directions. The children are either left with others or permitted to shift for themselves. In this way too often parents and their children become strangers. There are so many magazine articles—so many films being run today where the marriage relation is held up to ridicule and the divorce evil seems to be growing by leaps and bounds. Something must be done to check this evil or the American home is in danger. Destroy the American home and you destroy America herself. The home is fundamental. I do not believe this evil can be cured by legislation and courts. It may be helped, but the place to begin is back in the home. Parents must not neglect to teach their children proper standards of

moral conduct, obedience, honesty, respect for law and order, and to honor their father and mother. We have many American homes that are doing this very thing but there are entirely too many parents who seem to think their daily routine is more important and these matters are left to others. A real home is something more than a place where the family eat and sleep.

About three hundred years ago these same forefathers saw the need of establishing a system of free public schools. They saw the need of education to prevent the inhabitants from becoming a group of ignorant and superstitious people. True the beginning was very crude, the curriculum was narrow, but many boys and girls made the best of their opportunities, while many others had no chance. It has been the aim from those days until the present to give every boy and girl a chance. We have advanced from that small beginning to our great state systems of today. In matters of equipment we have advanced from the one-room log school-house in the forest, to the modern 6—8—12—16 room modern building of today. Thereby consolidating many of these one-room rural schools into one. There has been much progress in securing higher educational standards for teachers. This must go hand in hand with the improvements made in the school plant or else the outlay on the buildings and equipment will be useless. There is no need for school buildings if we cannot have good teachers. We cannot have a school with buildings and children only. The teacher must be there. These new conditions are coming about because our ideals for school have changed. We believe our children are worth all that they cost—that they should live a long while in the land. Therefore, their health must be safeguarded. State and local health authorities everywhere are exercising no little influence in making school conditions more sanitary and hygienic. These newer types of schools are rapidly becoming community centers. Here parent-teachers meetings are held. Also farmers' meetings, political gatherings, social gatherings, public health meetings, moving pictures, etc., etc. This offers golden opportunities for the teacher. Her school is no longer limited by the four walls of a little one-room house, but it is now the community. Certainly she is still teaching the fundamentals and in many instances better than ever before. She is also a com-

munity leader. She is always interested in what is best for the people. Her broader training has come about because there is everywhere a greater demand for more highly trained teachers. Most communities want the best teachers. They are demanding that more things be taught in the schools, and are not lengthening the day. This broader training enables her to correlate her work and as a result she can save many minutes of time during the day for the newer work, which her predecessors never taught. This all costs money but it is given by a generous public and no teacher should fail to read the signs of the times. The school community will not always deal so generously with a teacher that is poorly equipped intellectually. But let me drop this word here, better salaries for teachers more highly trained to teach in more modern buildings, will not by themselves make better public schools. The teacher must be sure she is right at heart. I have observed it, and have heard complaints from other superintendents—both city and county—that in many instances their schools are suffering because the teacher in spite of better qualifications and higher standards are not getting results obtained by some teachers who could not measure up to standards. The more highly trained in many instances were not sympathetic, often not interested in the profession, had no love for their work and were not interested in the affairs of the community. School communities have more to do than pay the bills. They must furnish the teacher a place to room and board—one that adequately meets her needs in the home of a good family. We are getting a great many communities where some of the best homes do not care to be bothered with boarding a teacher. This is often a more serious matter than the community realizes. The result is the teacher declines to teach or she leaves early Friday afternoon and returns as late as possible on Monday morning. This means the community loses much service which she might render during the week-end.

The church has always had its mission in an American community. The forefathers early saw that the home and school could not function well without the influence of the church. No little time and attention was given it. Neither can the church function properly without the influence of the home and school. The three must go hand in hand in the community that brings forth the best type of American citi-

zens. We must have intelligent Christianity and education that is Christian. The home must feel the influence of both. Otherwise we cannot expect the business affairs, social life, politics, etc., etc., to be anything else than corrupt and morally unsound. If that state of affairs is ever reached and continues long, it means our Nation will travel the road which others, that have neglected their Christian duty, have travelled. On the other hand if we keep our homes, schools, and churches Christian there is no doubt about the future of our Nation because these three institutions are foundation stones upon which our government rests. Surely States act unwisely when their Legislatures enact laws forbidding the reading of the Bible by the teacher to the pupils whenever she so desires, so long as she does it from no sectarian point of view. These very States are willing enough to have the Bible read to the prisoners or to have copies placed in their hands. Why not give it to persons when young and in the more plastic period of life?

What I have tried to say in this rambling way is this. In developing a well rounded American citizen, the training in the home is fundamental, because here is where the child gets his start in life. How important it is that the parents use wisdom in the early training of the child. The school must not only add to his stock of knowledge but must supplement the training started at home. The work of the two must be spiritualized by the influence of the church in order that the future man or woman may exemplify the life of the Master as a citizen. Neither institution can function properly without the other.

An Observation

S. J. HUSKETH

In the work of consolidation of schools it is a noticeable fact that children coming from one-teacher and two-teacher schools having had a school term on an average of not more than four or five months (and in many cases much shorter), to a graded school having a term of not less than eight months, are much older for the same grade of work than those in the graded school of eight months' term. I maintain that there is a difference of not less than one and one-half years in the ages of such children.

Let us notice some concrete examples. In the table below column "A" represents the children attending the Bethel school, a graded school having a term of eight months, during the year 1920-1921. Of the 34 pupils enrolled in the fourth grade in the Bethel school in the fall of 1920, 23 were from the local district, had been given a school term of eight months and showed an average age of 10.6 years; while 11 were from other districts having one and two teachers in the schools, a school term of from three to five months, and showed an average age of 12.4 years.

Again, in the fifth grade 21 enrolled from the local district showed an average age of 10.5 years; while 8 enrolled from other districts showed an average age of 12.1 years.

Likewise, in the sixth grade, 23 enrolled from the local district showed an average age of 11.8 years; while 14 enrolled from other districts showed an average age of 13.5 years.

In like manner, in the seventh grade, 21 enrolled from the local district showed an average age of 13 years; while 9 enrolled from other districts showed an average age of 15.2 years.

Finally, in the eighth grade 12 enrolled from the local district showed an average age of 14.4 years; while 9 enrolled from other districts showed an average age of 15.6 years.

Column "B" represents the children who belong to the local Bethel district and have had for several years the opportunity of a graded school with an eight months' term. Column "C" represents pupils coming from one-teacher and two-teacher schools with terms of from three to five months. Columns "D" and "E" represent the average ages of pupils in columns "B" and "C" respectively.

TABLE

Grade	A	B	C	D	E
Fourth	34	23	11	10.6	12.4
Fifth	29	21	8	10.5	12.1
Sixth	37	23	14	11.8	13.5
Seventh	30	21	9	13.	15.2
Eighth	21	12	9	14.4	15.6

Of course, I do not dare say that these examples, taken from a single school, prove conclusively my contention. I

should like to know the results of similar observations in other schools. I believe, however, that the proposition in a general way is true. If so, are not the small, short term schools that can be consolidated and lengthened to an eight months' term postponing, to say the least, the training of the children of these communities by one and one-half years? And this postponement comes at an age when the children can be worth most to themselves, to their parents, and to their country in school.

Commencement

PROGRAM

Saturday, June 4, 8:30 P. M.—Music Recital.
Sunday, June 5, 11:00 A. M.—Commencement Sermon, Rev. Geo. A. Miller,
Washington, D. C.
8:30 P. M.—Y. W. C. A. Sermon, Rev. R. C. Craven,
Oxford, N. C.
Monday, June 6, 10:00 A. M.—Meeting of the Board of Trustees.
Meeting of the Alumnae Association.
1:00 P. M.—Alumnae Luncheon.
6:00 P. M.—Class Day Exercises.
8:30 P. M.—Alumnae Recital, Dicie Howell, Soprano,
Mary G. Bertolet, Pianist, New York City
Tuesday, June 7, 10:30 A. M.—Address, Hon. S. M. Brinson, New Bern,
N. C.
11:30 A. M.—Graduating Exercises.

This was one of the very best commencements ever held at the Training School. The class was the largest ever graduated from the school, the sermons and the address were all excellent, the music was inspiring, the Alumnae here in strong numbers and fine spirits, the crowd attending the exercises was good, and the weather ideal.

The Alumnae Recital by Miss Dicie Howell was a most enjoyable feature and drew a large crowd.

Hon. S. M. Brinson delivered a strong, inspiring address on "The School and Schoolcraft," but which might have been called also the State responsibility to the schools.

President Wright in introducing the speaker said that he needed no introduction to the people of North Carolina but that he wished to say that Mr. Brinson was merely returning home. He was once on the board of trustees of this school. After he straightened us out, he was needed by the Nation

to straighten the world out and help make it safe for democracy, therefore we let the Nation have him.

The address is printed in full among the articles.

A full report of both sermons is given in this number.

The ministers of the town called on to lead in prayer for the two services and for commencement day exercises were: Rev. James B. Turner, Rev. Leland Smith, and Rev. Walter Patten.

Announcements

President Wright in his announcements said that he knew this was the best bunch of graduates in any school in North Carolina. He accepted the gifts from the class and referred again to the wonderful spirit. The audience applauded as each of the 78 came forth for her diploma.

This class will have a helping teacher, the first of the kind ever sent out by any school in America. Next year Miss Miriam McFadyen will follow up the work of these young women and help them out through their first year, the most trying of a teacher's life. The next year she will return to the school and teach methods, while Miss Whiteside will follow up the next class. In this way the contact between the school outside and the teachers will be very close.

President Wright called attention to the size of the class, the largest by ten ever graduated from the institution, or will be when the nine to be graduated in August is added to these 78, making 87 in all. This is 27 per cent of the total enrollment of the school. If one judges by the output of a factory, rather than by the waste, this is wonderful efficiency.

He announced that the graduates made the dresses which they wore, and the average cost was \$5.18. They also made the dresses worn at the Class Day exercises and the average of those was \$5.04.

He announced the fact that the four years' course would be offered after this, but that the two years' course would continue to be the course which most of the students would and should take. He repeated the announcement made at the Alumnae dinner, that this was a member of the organization of Teachers' Colleges.

After the announcements President Wright told a beautiful story with a deep meaning.

The music was beautiful and inspiring at all the exercises

and never did the students under Miss Muffly's directorship sing better. The music for each was as follows:

Commencement Sunday

Processional Hymn—Lord Thy Glory Fills the Heavens	Beethoven
Prayer	REV. JAMES B. TURNER
Scripture Lesson	
Anthem—Inflammatus, from "Stabat Mater"	Rossini
Annual Commencement Sermon	REV. GEO. A. MILLER, D. D.
Anthem—As Pants the Hart	Spohr
Y. W. C. A.	
Processional Hymn	Onward Christian Soldiers
Hymn	Come Thou Almighty King
Piano	Theme for Left Hand Alone
ELFYE HOLLOWAY	
Duet—Love Divine	Stainer
NELL PAPPENDICK, JOSIE DORSETTE	
Piano—To the Spring	Grieg
HELEN WATSON	
Solo—Trust ye in the Lord	Scott
VIRGINIA RHEA	
Solo—Abide with Me	Liddle
LEONE JOHNSON	

Alumnae Meeting

The Alumnae Association held a most important business meeting yesterday morning. They decided to undertake to raise money for endowed scholarships for the school and have a committee at work on the details for carrying out the plan. They are starting out to do great things for the school in a big way. They now number over five hundred and have enough to work together for big problems.

Miss Louise Smaw, who has so ably served as president for two years, asked to be released, although the nominating committee recommended that she be continued. Miss Ophelia O'Brien, of the class of '17, was elected president.

Alumnae Luncheon

The Alumnae luncheon was a delightful occasion. The dining hall was beautifully decorated in yellow flowers and green vines and plants. Long tables were arranged the length of the dining hall with a cross section for the guests of honor and the speakers. A string band furnished the music.

A great number of the Alumnae were present, with perhaps all classes represented. After the guests and the alumnae

had taken their places the class of '21 filled into their places of honor in the center of the dining hall and sang their class song. A delicious course luncheon was served by the Junior Class.

Miss Louise Smaw, president of the Alumnae Association, was toast mistress. She told of the work and spirit of the association. She graciously welcomed the guests and gave a warm welcome to the incoming alumnae, the class of '21, and to the girls who had come home, the alumnae. Miss Helen Watson responded for the class of '21 in a charming manner. She referred to the great things the Alumnae had done and the greater things they were going to do, and said this class is glad to come in at a time when they were planning big things. This class carries the roll of the Alumnae away beyond the five hundred mark, by August, beyond the five hundred and fifty mark, making an average of 50 members a class since the first of the school.

President Wright when called on welcomed the girls saying, "It is always good to have the children come home, and you have come home to your school." He expressed his gratification at the fact that they were working to raise endowed scholarships for giving those who would be prospective teachers a chance, and said he hoped that he expected to live to see the day when there would be a hundred of these scholarships.

He announced that the school is now recognized as one of the fifty teachers' colleges in the country and is the only one so recognized by the National Association of Teachers' Colleges. This recognition came with the putting in of the four years' course for teachers. He wishes to have it distinctly understood that in having the four year course the school has not changed its purposes; it still gives the two years' course and will continue to do so but it also has the four years' course which gives the student the opportunity to secure two years more of training and enables her to get into the group demanding the maximum salaries. He gave his vision of a big college filled with North Carolina students who will take the best they can get back to North Carolina children.

The health record of this school—there has never been a death and never an epidemic except the influenza, and that only one year—explodes the theory that the east is not healthy.

He told of the buildings that are to be put up within the next two years, and asked the Alumnae to get behind the program, and help carry it out. He called on them to carry the "Message to Garcia," to convince the State of the greatness of the school and of the needs of the school, for the State doesn't yet know what we are doing. They must do it if they have to fill the General Assembly with the Alumnae to do it.

The county organization reports were interesting. Mrs. Emma Cobb Bynum gave the history of the Edgecombe Association, Miss Christine Johnson of the Pitt County and Miss Alla Mae Jordan of the Wake. The Edgecombe County was the first to organize, and raised \$50. The Pitt county girls constitute the finance committee of the association. The Wake girls, numbering only seven, have raised \$80 this year, and have planned to put the Training School Quarterly into every high school in Wake county so that the people may see what this school is doing. They have meetings once a month and ask all of the Alumnae who come to Raleigh to attend these meetings.

Miss Lizzie Stewart boosted for all the county groups and called on all to work together for the big association, and suggested ways in which they could help each other.

Miss McKinney was called on to give the "Forward Look," and spoke inspiringly of the work they were doing and the work ahead to be done, and called on them to pass the good news on to the girls in the high school and to send us the best types of students these are turning out.

Miss Estelle Greene gave a clever toast in rhyme to the guest of honor, Miss Dicie Howell, who acknowledged it with a gracious bow.

Dr. Brooks, president of the board of trustees, was called on and responded with a few pleasing words, and a good story, and quoted some lines from Edwin Markham.

Class Day

The Class Day exercises at twilight in the woods on the west side of the campus were very pleasing. The students of the undergraduate classes marched down the walks and into the woods from the North side, while the Seniors marched over the hill, so the people could see the line of march. They

were dressed in blue and white organdies, the blue alternating with white. These are their class colors.

Miss Camilla Pittard had charge of the program and announced the numbers. The class marched around the stage and formed the figures 21, and stood and sang the class song. Miss Ruth Dean then read the class history telling their deeds for the past four years. She read in a clear voice and put in little touches of wit that are pleasing.

Miss Margaret Hayes, class prophet, read the report of the class supposing that this were a class meeting ten years hence, making the date 1931. She made a number of hits in her prophecies.

Miss Helen Watson presented the last will and testament and evidently pleased the students with the disposition made of the property. Miss Josie Dorsette, the class president, passed on to the president of the incoming Junior class the gift left to them by the class of two years ago, a gift not to be opened until the first class meeting when they are Seniors.

Miss Dorsette then called President Wright out and presented to him the gifts from the class to the school. These are the sum of \$200 to be used for interior decorations, and endowment insurance policies amounting to \$5,500 to mature in twenty years, and then to be turned in to the school for whatever is most needed at that time.

President Wright in accepting the gifts spoke in terms of highest praise of the work and spirit of the class and urged them to put that same fine spirit into the schools of North Carolina. He told them that this was the first class in North Carolina ever to take out endowment policies for the sake of their school and commended the spirit that prompted them to do it.

A printed list of the things that the class has done and has stood for was presented to Mr. Wright to be placed on the walls of the board room, and a copy was placed in the hands of each member of the class.

Miss Grace Strassburger read the farewell poem, and the exercises closed with one of their class songs.

The Dicie Howell Recital

The Greenville papers had the following to say about Miss Howell's song recital:

The song recital by Dicie Howell last night was a veritable

ovation. The house was packed with friends who expected great things of her and she went even far beyond their expectations. She sang gloriously in her rich, beautiful voice.

Her program was made up of songs that required various moods and qualities of voice. She sang all with sympathy and artistically from the first number, "Care Selve" to the dramatic "Jewel Song" from *Faust*, and the bright, joyful "Alleluja." The first number required pure, large and sustained tones which she took well, in spite of the fact that the audience had not settled down completely. The group of five songs at the end of the program required changing moods and she sang with a charm and beauty that delighted her audience.

It is difficult to state the favorites of the evening. Some liked the old English song, "Shepherd, Thy Demeanor Vary," while others preferred the Lullaby or the light melodious serenade, while others cared most for "Silent Tears." The last number brought out the volume of her voice and a rich and wonderful tone.

Miss Howell was generous with her encores. After the first group she sang "Love's Old Sweet Song." The negro spiritual after the second group took well. She sang Puccini's *Vissi D'Arte*, from "Tosca," just before the last group and as a curtain call sang "Carry Me Back to Ole Virginy."

Miss Howell's stage appearance is charming. She has poise and dignity as well as charm, and in some ways seems to create a kind of atmosphere for the different kinds of songs she sings.

Miss Bertolet is a wonderful accompanist, fitting her playing to the needs of the singer and to the kind of song, and never did she play better than last evening.

The stage was beautifully decorated with green vines and plants and white flowers.

A great many people from a distance were present, especially from around Tarboro and Scotland Neck, and other places where Miss Howell is well known personally.

Miss Howell's program was as follows:

		I
a.	Care Selve	Handel
b.	Rose Softly Blooming	Spohr
c.	“Del Mio Core” (from “Orfeo”)	Haydn
d.	Alleluja	Mozart
		II
a.	O Beaux Yeux	Saint-Saens
b.	Shepherd Thy Demeanor Vary	Brown
	[old English, arranged by H. Lane Wilson]	
c.	Lullaby	Brahms
d.	Silent Tears	Schumann
e.	Serenade	Strauss
		III
a.	“In quelle trine morbide” (from “Manon Lescaut”)	Puccini
b.	“Jewel Song” [from “Faust”]	Gounod
		IV
a.	Vale	Russell
b.	The Cunnin’ Little Thing	Hageman
c.	Fanchonette	Clarke
d.	Messages	Grey
e.	Come with Me	Burleiah

Of 87 in the class, 78 were given diplomas, and 9 will receive diplomas in August, after completing one more term's work. The graduates are as follows:

GRADUATES

MARGARET PERKINS ALSTON	Vance	KATHERINE GRACE JENKINS ..	Perquimans
GLADYS MAE ARNOLD	Craven	ANNIE SANBURN JESSUP.....	Perquimans
ELIZABETH BAHNSON	Davie	AGNES JONES	Durham
FRANCES HELEN BAHNSON	Davie	BEDIE JONES	Granville
ANNIE LAURIE BAUCOM	Wake	ELLA MYRTLE LANE	Perquimans
MAYBELLE GARDNER BEACHAM ..	Beaufort	EMILY LANGLEY	Wilson
NELLIE BENSON	Edgecombe	ALICE VIVIAN LAMPLEY	Anson
ALICE RONE BEST	Wayne	METTA JARVIS McGOWAN	Hyde
LOIS ODELL BOONE	Franklin	MYRTIEVERA ELIZABETH MORSE	
ETHEL BROTHERS	Pamlico		Brownsville, Maine
ELIZABETH CLARKSON BROWN .	Northampton	SALLIE BELLE NOBLIN	Wayne
FANNIE ELIZABETH BROWN	Pitt	MARY PERKINS NORMAN	Pitt
MIRIAM PRETLOW BURBAGE	Hertford	NELL BELL PAPPENDICK	Pasquotank
HELEN WILMA BURGESS	Camden	AUDREY SUMNER PARKER	Hertford
LOIS ALICE BYRUM	Bertie	SARAH ELIZABETH PEARSON	Wilson
BLANCHE ELIZABETH CANNON .	Perquimans	INEZ WORTLEY PERRY	Bertie
NANNIE LUCILE CARLTON	Greene	ROSALIE PHELPS	Beaufort
ETHEL MARIE CLEMENTS ..	Northampton	CAMILLA DORSEY PITTAIRD	Granville
ROBBIE CHRISTELL CLOUSE	Vance	MAE BELLE PRIVOTT	Chowan
MATTIE MILDRED CONNELLY	Burke	INEZ WORTLEY PERRY	Bertie
MARY ELIZABETH CORBETT	Sampson	LYDIA ALMA PURSER	Pitt
MARY ANDREWS CRINKLEY	Warren	MILDRED WINSLOW REED	Perquimans
HELEN CROOM	Lenoir	IRENE ELIZABETH SMITH	Rockingham
MARY VIRGINIA DANIEL	Caswell	THELMA HAYDN SPIER	Pitt
RUTH HAYS DEAN	Granville	GRACE HOLLOWAY STRASSBURGER	
JENNIE MAY DIXON	Wilson		Berks County, Penn.
JOE DALLAS DORSETTE	Chatham	PEARLE ELIZABETH STRAUGHN ..	Robeson
VIRGINIA CAROLINE EVANS	Pitt	MARY ELIZABETH SUMNER	Perquimans
MILLIE CAROLINE EVERETT	Onslow	MABEL ROSE THOMAS	Chatham
BETTIE BRUCE EXUM	Pitt	JULIA MABEL TAYLOR	Wilson
MARIE EFFIE FULLER	Wake	DORIS TRIPP	Beaufort
NANNIE B. HARRELL	Bertie	CLARA MILDRED TODD	Bertie
ENNIE MAE HARRELL	Bertie	IRMA LEE VAUSE	Nash
LOIS CATHERINE HASKINS	Pamlico	NORMA REBECCA WARD	Duplin
MARGARET ELIZABETH HAYES ..	Franklin	LINDA RUTH WARREN	Pitt
MARION COX HODGES	Craven	HELEN THOMAS WATSON	Carteret
MARTHA ELFYE HOLLOWAY	Durham	MARY ELIZABETH WHITFIELD	Lenoir
BESSIE HOLLOWMAN HORTON	Hertford	LUCY ROSALIE WOODLIEF	Vance
MATTIE INEZ HUNT	Green	METRICE WOODLIEF	Vance
PATTIE ANN HUNTER	Wake	FRANCES EARLE WYNNE	Hertford
ANNIE LUCY JAMES	Pitt		

The members of the class of 1921 who are completing their work during the summer term, and will get their diplomas in August, are as follows:

Gladys Ballance, Nannie Lee Elks, Daisy Everett, Aileen Jones, Lila Mae Justice, Ruth Poindexter, Etta Rowland, and

Sarah Smith. Of these, Miss Rowland had made two terms of the Junior year during summer terms, and because of her successful experience, was allowed to enter the Senior class with the understanding that she make the third term of her Junior year this summer. Misses Poindexter and Smith were admitted to the Senior class from other schools with the understanding that there were certain subjects not offered in those schools that were to be made up this summer. Some of these have been able to take work in the college course.

The names of these young women appeared on the commencement invitations as they are of the class of 1921. Instead of having to wait until the following commencement and being counted as of the next year's class, these young women are given their diplomas in August. The school sends out two groups each year, one in June and one in August.

MARSHALS

Beatrice James, Chief Marshal (Lanier Literary Society).

Lanier Society—Mary Brock, Louise Buffalo, Irene Stem, Elsie Wilson.

Poe Society—Elizabeth Boney, Mamie Hayes, Pauline Saunders, Neola Spivey.

ORDER OF EXERCISES

Processional Hymn		America the Beautiful
Prayer		REV. WALTER PATTEN
Chorus—Praise Ye the Father		Gounod
Piano—Tarantelle		Heller
	ALICE BEST	
Chorus—Springtime		Becker
	ADDRESS	
	HON. S. M. BRINSON	
Chorus		Annie Laurie
	SENIOR CLASS	
	Presentation of Diplomas and Bibles	
Announcements		
Chorus		America
Benediction		

Program of Annual Commencement Musical Recital

PART I

Mozart-Grieg		Sonata—Two Pianos
		ALLEGRO, ANDANTE
	CARRIE EVANS, HELEN BAHNSEN	
Beethoven		Sonata Op 14 No. 2
		ANDANTE
	HELEN BAHNSEN	

<i>Schumann</i>	MABEL THOMAS	Novelette
<i>Mendelssohn</i>	BEATRICE JAMES	Hunting Song
<i>Grant-Schaefer</i>	VIVIAN RICE	Fireflies
<i>Arditi</i>	VIRGINIA RHEA—Soprano	Il Bacio
<i>Speaks</i>	LEONE JOHNSON—Mezzo Soprano	Maytime
		PART II
<i>Whelpley</i>	VIVIAN RICE, MABEL THOMAS	Gnome Dance—Two Pianos
<i>Jensen</i>	HELEN WATSON	The Wayside Inn Will O' the Wisp
<i>Jeffrey</i>	CARRIE EVANS	At the Spring
<i>Kroeger</i>	ALICE BEST	Humming Bird
<i>Schutt</i>	ELFYE HOLLOWAY	A la bien Aimee
<i>Grieg</i>	ALICE BEST, HELEN WATSON	Morning Mood—Two Pianos

Commencement Sermon

DR. GEORGE A. MILLER.

The sermon before the graduating class at the Training School was one of great power and inspiration, and one of the best ever preached at a commencement at this school. It was full of wisdom that has been acquired from a life full of rich experiences and was sprinkled with much sane practical advice. The theme was the call to mankind for a life of service, of giving to others all one is capable of giving. The text was from Romans 1:14, "I am debtor both to the Greek and the Barbarian."

Dr. George A. Miller, the preacher, has been pastor of the Ninth Street Christian church, Washington City, for fourteen and a half years, and is one of the leading ministers in his denomination. Those who were so fortunate as to hear him yesterday can well understand why he has a wide reputation as a preacher.

He reviewed the life of Paul, showing that after a life of hardships and sacrifices, having given up wealth, position and

honor, instead of thinking that the world owed him something for all this, he then uttered the words of the text and considered himself debtor to the world. There are two ways of entering the world; one is that the world owes me everything; the other is that I owe the world all that I have that mankind needs. The former idea led to the principle of the divine right of kings, and has given the world all the tyrants from Nero to the Kaiser. Many people today feel that life, the community, the church owe all to them, and it is not theirs to owe anything. They look on the church as a kind of insurance; they go to services to get, not in the true idea of services, a place where you can render service. These people are like the devil fish, one of the most horrid things ever created, reaching out and bringing in whatever their tentacles can get hold of. These people treat the church like the dog treats his kennel, merely as a place in which to sleep.

"I owe myself to the world," is the guiding principle of the other type of person, and that is the principle that is the basis of all democracy. Whatever I am capable of doing, that I owe, and as I become more capable, the more I owe. Here Dr. Miller spoke directly to the young ladies, telling them that they owe far more now than when they entered the school, as they came here in order to gain more. The idea of the text was not original with Paul, it came from the great Teacher of life.

Dr. Miller paused to impress the fact that the world has only begun to comprehend the teachings of the Bible as a revelation of God to man. He illustrated the idea by using the example of the Pillars of Hercules, on which are the words "ne plus ultra." Gibralter seemed to be the end of the world when these words were placed there, but long ago the seas were crossed and the western world, undreamed of in that day, has been opened.

The guiding principle of life should be power used for others. In answer to the question, "What is power?", he gave this: "Anything that gives you power to use for others." It may be wealth is power when used for others. When you ask if, having made it, it is not yours, the answer should be it is yours but not to use selfishly. If by brain or brawn you have made anything yours, it is yours, but to use. You have a right to the results of your labor, but not for self alone. Dr. Miller

said that if he were a Socialist he did not know it, but there are as many kinds as there are individuals, so it may be he is some kind, but that he did not believe in an equal division and then to start over. He remarked by the way that if the division were made tomorrow morning by Saturday night some would be riding in a Pullman while others would be standing by with a bandanna trunk with a pin lock on their shoulders watching the procession go by.

Music he gave as power, if you have it to bless others and not for self alone. He referred to the music such as he had heard that morning as a blessing. Any talent not used dies. The blind fish in the Mammoth Cave are examples of this.

Knowledge is power, knowledge of all kinds. An educated man should be a blessing to his community. He spoke of the idea he once had of education when he thought it meant a putting in, but after he studied Latin he found it meant ex, out, duco, to lead, therefore it meant a leading out, and not putting in. He said that he had often heard of self-made men but had never seen one who was really self-made, he had always been led out by some one. He spoke of the debt one owes to teachers who give themselves unstintingly in order to lead out their pupils to wider fields. No person makes himself, and yet he is not made unless he wants to be led out.

Every man should have a good opinion of himself when he starts out into the world. William Jennings Bryan says every young man should start life with the big head; the world will soon whittle it down, but the world will not give him a head if he hasn't one at all. Dr. Miller gave in brief his grasshopper sermon, in which he refers to the spies sent out to investigate the promised land, who returned saying that they looked to the ones who possessed the land as grasshoppers; this made little difference but when they said they looked as grasshoppers to themselves, then the Lord left them in the wilderness for thirty-eight years, for if they were no better than grasshoppers in their own estimation they were hopeless. The young women have come to this school in order to have life more abundantly. All education, all life means making the horizons larger and one can get this only from ascending to higher places.

Education means life more abundant. Life corresponds to environment. The clam doesn't have much environment, the

bird has more than the clam, but the human being has far more than either. "Add to environment and you add to life." As one learns more he knows less, because he knows of so much more outside to know. He spoke of the days of his childhood when he went to school only 3 months in the year, and always started at the same place in the fall and stopped at the same place in the spring. As he never got any further than the Revolutionary War he thought there was nothing after that, and that if he could only go to school seven months on a stretch he would learn all there was to know. But as he went on to school, off to college, and to university, he knew of more and more to learn, and therefore seemed to know less.

The educated man, he said, had no right to shut himself off from others, to stand on a pedestal. There should be no aristocracy of learning as there is an aristocracy of nobility in Europe. Education is power as it is used for others.

He said, "Go forth with faith in Jesus Christ and with faith in mankind." He expressed great pleasure at seeing a stack of Bibles that were to be presented to the graduating class, and said that he would tell it everywhere that North Carolina was a State that sent her daughters out with a Bible as a guide.

One must have the two fundamental principles that Paul had, faith in God through Jesus Christ and faith in mankind. All the call to the ministry there is is a call to service, and this was underneath the old idea of the great vision. One vision one can never mistake is this: I have the ability and there's the need. Have faith to believe that God is on the right side of things. The hand of God is in history. He told of standing on the shore of the Ohio River during a flood and thinking that the river was flowing up stream but on the heights he saw that the current was strong in the center and was flowing the right way, he had been looking at an eddy. "Humanity, God, Christ and the Book are ever the same. Don't become discouraged, seeing eddies and thinking all is going wrong. God still lives."

He urged the young women not to stop now, when they are really at the commencement of life. He said he once wondered why they called it that, but he now understands. "No education will work of itself; you've got to use it." It is like an axe in chopping wood, the axe will not chop by itself. You

are a debtor, and must give of what you get; what you have received from the past generation you must pass on to the next. No man liveth to himself; everything is mixed with something else; threads are intermixed. The palace and the alley are closely associated and related. If you do not realize the relation of poverty to wealth and of ignorance to education, they both will rise up and smite you.

You are in debt for the education you receive. If you had to put up the buildings and hire the teachers here, you would not be able to get what you have. You cannot truly live and merely possess. You live by serving. What you have gathered you scatter. "What I have kept I've lost; what I gave away I kept." You do not possess unless you give; you do not know until you teach. What would you think of a person who had supplies for feeding the hungry of a city and would not give food to them; or of a physician among a people stricken with the plague who had the remedy and refused to give it to the dying? Just so it is with one who has knowledge, who possesses the gospel, but refuses to give it.

THE BRIGHTENING WAY

As I review the years long passed,
The best of all has been the last.
Not that my childhood days were sad,
Or any part of life was bad;
But, like a spring among the hills—
Creating dancing rippling rills—
Deepening and broadening as it goes,
Until into the sea it flows;
The tributes all along the course
But clarify and give it force.
Friendships and books have borne their part,
Enlarged my mind, possessed my heart;
Life's cares and toils, its hardships, too,
All pass alike in glad review.
Its path has brightened all the way,
And reached at last the full-orbed day.
Like rivers broadening as they flow,
Deep falls and cascades soon outgrow;
Thus down life's placid stream I float,
My Master, Captain of the boat.
And as I to the haven near,

Released from care, without a fear,
Along the shore I see the lights;
Hear music, foretaste of delights.
E'er long I'll join the song of praise,
Which I have practiced all my days.

GEORGE L. GLEASON.

Mr. Gleason graduated from Dartmouth in the class of 1861. His testimony as to the goodness of life is like that of the psalmist.

Sermon before the Y. W. C. A.

REV. R. C. CRAVEN

Rev. R. C. Craven preached an excellent sermon that was peculiarly appropriate both for the band of Christian workers in the school and for the young women starting out on their life work. It was remarkable how the two sermons of the day fitted into and supplemented each other, bringing out different phases of the same general theme and yet in no way repeating or covering exactly the same ground. The evening sermon was a strong plea for bringing God into life, not limiting him to certain places or periods, but extending our idea of God to cover all places and periods. The God of the battle of Jericho was at the battle of Waterloo, the battle of the Marne, and the breaking of the Hindenburg line.

He first drew the picture of Jacob's starting out from home, going into the world to face its problem, and finding the answer at Bethel in his dream. The text he gave as this, "Surely this is the house of God, the very gate of Heaven. Surely God is in this place and I knew it not." Jacob had always thought of God as associated with a particular place and ceremony and peculiar form of worship. Then follows the rededication of Jacob. The practical application brought home the thought that we are excluding God from the homes, the school, and the factory and the place of business all except places which are formally dedicated, such as churches, cemeteries, etc. We should have a holy day but should not exclude God from the other days. We should have holy professions to which men are called, but are the other professions and business not callings also, is the pertinent question he asked. Men of the ministry are called to high stand-

ards of living and character, and that is as it should be, but should not all men be called to the same high standard?

God is not only the God of earthquakes and storms and upheavals in nature, but is the God of the breeze and of sunsets, just so he is not with man in the great crises of history only, but is in the every day affairs of life. He is in the quietude of home, with the woman going about her household affairs as much as he was with Moses on Mt. Sinai receiving the holy law.

“Partial exclusion of God is one of the rankest heresies that can come to man.” Have we a right to separate the sacred from the secular, shutting God out from the secular? Should we think of God as distinct from Nature, rather than seeing Nature as the systematic working out of God’s plans? A peach seed taking time to develop into a tree and produce fruit is really no less marvelous than one that would send forth the blossoms in a few moments.

In explaining Jacob’s dream Mr. Craven said that Jacob was a mentally aspiring man, whose day dreams were of eminence, and of domination, and it was only natural that his dream should be of the same kind, and he should dream of being a leader. He learned from the dream great lessons that are just as great for us today. “He who would mount highest should come down and dedicate himself to service to human beings,” was the lesson gained from the ascending and descending angels. “Privilege is ever the measure of obligation.” In presenting this thought Mr. Craven spoke directly to the young women before him. As they go home, they go with greater obligations and responsibilities. He used Queen Esther to illustrate the idea that when great honors and gifts are bestowed upon people great returns are demanded of them.

God has a plan for every one, but whether or not the plan works out depends on the person. “If you in going out to teach see in every child’s face an angel’s face, even in those of the vicious ones, then you are doing God’s work.” He pleaded with the young women to let God have His way. He paid a great tribute to the teacher, especially to the teacher in the small rural school. “It is yours to build a better environment for these. Don’t shrink from the task, but with a will and with loyal enthusiasm, never shirking, never shrinking,

go forward, and God will go with you," were his closing words.

*From the Annual Report of the President to
the Board of Trustees*

The total enrollment of students this year is 318. 87 graduates and a prospective senior class of over 100 for next year is, we think, an unusual record. The efficiency of an institution training for teaching should not be measured by the number enrolled so much as by the per cent of the enrollment given back to the State prepared to render efficient service. The efficiency of a factory is not measured in the amount of material consumed, but by the amount of merchantable products turned out from the material used. If all of the material can be turned into serviceable products, then the efficiency of the factory is 100 per cent. The smaller the losses in the raw material, the greater the efficiency of the plant. This has not been the dominant idea in the institutions of higher learning in America. Too often we have measured our efficiency by our mortality. The volume of material consumed annually has been enormous for the June output. The drop out is too great and this question should give every college faculty very grave concern. I believe the time is coming when colleges will be measured not by death but by life. It is our ambition to save the largest per cent of our enrollment and to send them out of our school into the public schools of the State. At the same time we keep a close watch on all who go through and endeavor to let none by who will not do efficient work as teachers.

It is our belief that the State should provide a good public school for every North Carolina child. The public school should be good enough for the sons and daughters of our highest order of citizen and anything less than this is not good enough for our most humble citizen. I can never get the best for my child until I am willing to give the best to your child. We will never do our full duty by our children until we provide a good school for every child. Buildings and equipment are not schools. At best they are only places where schools may be conducted. It is impossible to have good schools without first providing efficient teachers. Money judiciously spent on school houses and grounds is well spent, but it is of little value to childhood unless much money is spent training teachers to conduct schools in these buildings. We are not



SCENES FROM "MONSIEUR BEAUCRAIRE"

spending too much money on school houses but the amount is out of all proportion to the annual expenditures for teacher training. I do not hold that a teacher and a pupil on a log make a school, but a teacher and a pupil will come nearer making a school without the log than the log and a pupil without a teacher.

It is the one purpose of this school to give to the children of North Carolina efficient teachers and it should be your mission and our mission to impress upon our people the necessity for strengthening this school and enlarging its usefulness until we in a measure supply enough teachers to make teaching a profession in North Carolina and a profession equal in the eyes of the public to law and medicine, for it is indeed of more importance to our State than law and medicine combined. Our people do not see this, because the teachers deal with the child while these touch the mature citizen in his daily life and we see most clearly the necessity for those things that touch us personally, individually, and directly. Certainly we see them before we see those things that touch us only indirectly through our children.

There is a wave of lawlessness sweeping over our country. Men are saying, "This law does not apply to me. It is intended for other men." The only safe way to check this in the next generation is through the schools, and it will not be done there unless we provide a large corps of teachers with true ideals of their civic and moral obligations. The stability of our government and the safety of our homes are now being weighed in the balance. The hand is writing on the wall. Shall it be "Mene, Mene, Tekel, Upharsin," or shall it write "A little child shall lead them"? The Great Teacher said "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." There must be a turning back to right ideals and, as I see it, it cannot come to pass for this generation of children, if we, you and I, do not provide the teachers necessary at least to set the pace for the schools of North Carolina. I admit gentlemen, that I magnify the work. I think it is the most important public service a man can render today. Help to save this generation of children and remember they are growing into manhood and womanhood while we debate the subject. As I see it, you can serve your State best by pushing to your utmost the purpose for which this school is founded and the cause to which each officer and each member of the faculty has dedicated his life.

The Training School Quarterly

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EDITORIALS

The College Group on the Editorial Staff

The college group has been given charge of this number of the "Quarterly." Instead of a few student editors doing all the work, the whole group was divided into committees. Getting it to press in less than two weeks was our problem, and the seemingly impossible task for one or two became only a matter of a small amount of time and little work for each when thus divided.

These committees were selected by the faculty editor and divided so as to give the most efficient service. These committees are as follows:

General Editors: Pattie Dowell and Gertrude Chamberlain. Committees on Staff: Alumnae, Eva Pridgen and Willie Jackson. News and Personnel of Summer School: Bonnie Howard, Virginia Pigford, Fannie Lee Patrick, Alice Outland, and Lily Hewitt. Faculty News and Notes: Mary Sumner and Mary Hart. Reviews: Ruth Brown, Henrietta Zahnizer, Mary Whitehurst, Millie Harrell. Suggestions:

Nannie Mac. Brown, Orene Hollowell, Bloomer Vaughan, and Elizabeth Evans. Pictures: Emily Langley, Elizabeth Baker, and Minnie Hollowell.

Two members of the class graduating in August are also on the staff. Sara Smith has charge of the Y. W. C. A. News and Ruth Poindexter is Business Manager.

This School Still Normal School

This school continues to be a normal school with the same two year course as usual. There is no deviation from this course. At the same time, however, a teachers' college course requiring four years for completion is offered also. A student can either enter the freshman class, taking the four classes consecutively, and complete the four years course without dropping out, or she can first take the normal school course, go out and teach, and return and take two years more of work, then getting her degree. Every graduate of the school in the past can return and get two full years of credit towards a degree and take advanced work until she takes two years, when she will get her degree.

A teacher can continue to teach and get credits for the summer terms just as she does during the other terms. That means the summer term is a regular term of the school year.

The New Course Launched

The college course is launched thoroughly by the class of the summer of 1921. When the course of study was being prepared last winter, the opinion was expressed that a few might take advantage of the course next year, and by degrees, the group would grow, but that it would be largely made up of classes that were in the school after the course was started. Applications began to come in for the summer term, and not only from those in school, but from the Alumnae all the way back. Seven of the eleven classes in the school are represented, and among these one from the first class and two from the eleventh. Our dreams are coming true faster than we dared hope.

A Follow-Up Teacher

One of the most advanced features of normal school in the teacher training phase of education is the helping teacher. This school henceforth will send out with each class the teacher of primary methods the class has here so that she can be in the field with them the first year they are out of school. It is in reality extension work, or the work of the critic teacher going with the student-teachers when they become actual teachers, helping them get adjusted when they leave their practice teaching, where they are teaching under ideal conditions and go out into the stern realities of the school rooms for which they alone are responsible. It is a new and almost a unique thing in school work. So far as we know, it is not worked anywhere else just as it will be worked here. It is an idea that has been growing in the president's mind and has been improved upon and finally approved by the Board. It goes into effect next fall.

Mr. Underwood Missed by the School

In losing S. B. Underwood from the faculty, the school faces an intestimable loss, but he is not lost to the State and to the cause of education in the State. He has been the tie that binds this school to the rural school, the direct medium through which the school has been able to keep its fine balance between theory and practice. His keen insight into the heart of affairs, his ability to size up a situation, his knack of visualizing swiftly, his power of seeing a thing through to the finish before it is started actually,—all these qualities, and many more will be missed in the council chambers of this school. He once said that he had the advantage of the man up a tree, in faculty meetings. He would come straight from the school-rooms of Pitt county or from the superintendent's office instead of from the class-room, and he could get an outsider's point of view, and yet he was enough on the inside to get the point of view of the teacher in the school, and could bring the two together.

Not only is Raleigh fortunate in securing him, but the State is also fortunate in having him in a strategic point in its system of schools. We refrain from prophesying, but we can say, "Watch the Raleigh schools under the leadership of S. B. Underwood."

President Wright in National Educational Affairs

President Robert H. Wright was on the program of the National Educational Association meeting in Des Moines the first week in July. His address is published in full among the articles in this number. This was as he wrote it before leaving home. Of course, there were changes adapting it to the occasion.

President Wright has always kept ahead of him the vision of a school of national fame, and has never let small things, details nearer home, discouragements, or anything whatsoever dim that vision. The result is summed up in what Superintendent Underwood said on the occasion of the celebration of President Wright's birthday, "The people of the Nation as well as of the State who are conversant with what is going on in education, appreciate his work—whenever a difficult and tremendous piece of work is to be done, Robert H. Wright is mixed up with it. He has contributed more to normal school development than any other man working in his field in America."

One evidence of the esteem in which he is held is seen in the fact that the American Association of Teachers' Colleges with unanimous consent placed this school on their list when the teachers' college course of study was adopted, not waiting two years to see how the course worked, but taking it on the faith they had in the president of the school.

Articles by Faculty Members

In the educational survey of the State one of the things kept in mind was the difference in the output of the small, short term school and the larger school, and one of the best arguments for consolidation is that greater advantages can be gained because of the longer term and the larger school. The observation in this number is a direct study of the pupils from the small, short term school in comparison with those who have had the advantages of the larger, longer term school. It is an interesting study, and although it covers only a small number and a short period of observation, it is nevertheless convincing.

During the summer term new members of the faculty come in from other schools and other sections bringing new ideals

and different points of view. It is the policy of the "Quarterly" to get contributions from these and pass them on to the public. Notice these articles.

Welfare Work in Pitt County

The work of the superintendent of welfare in Pitt county alone is sufficient proof of the need for the continuation of the Department of Welfare if the State needed any proof, but it has clearly demonstrated the fact that it is convinced of the need. It is easy enough to get high sounding theories about his work, but difficult to get concrete cases written up by one who knows each one thoroughly and who sees them in their relation to theory. They are not cases but human beings. Mr. Futrell is working with them, yet he can analyze them and treat them as a physician treats his physical cases.

Those Who Fail to Keep Promises

One hundred people who engaged rooms in this school for the summer term failed to meet their obligation. They either went to some other summer school or stayed at home. This means that the places asked for by others who were refused and who either had to hunt elsewhere or remain at home, were kept for those students who did not come. This is the chief harm done: Those who failed to come kept away those who wished to come and could not.

Fortunately, about fifty beyond the capacity of the school were accepted, and told to come on and they would be given places if they were left open. A number of these were placed in town and on the waiting list for the dormitories. Others risked coming, thinking that there might be a vacancy, and were put into the unclaimed rooms. As a result the dormitories are well filled. But the fact remains that a number that should be here were denied admission.

The authorities have so far felt that it was better not to charge a reservation fee, that it was better to count on that innate honesty that should be in every one, especially in every teacher, and throw the responsibility without pressure on each individual. There is always a margin allowed for some who fail in this, but the margin is too broad now.

During the regular school year a long waiting list is kept

and as rooms in the dormitory become available these from the waiting list are notified and come at once, but this cannot be done for the summer term because of the shortness of the time and the attendance requirements.

“Because It’s Home and It’s Fertiler”

My reasons for coming back to the Training School, as a student, after an absence of ten years, may best be explained in the language of one of my school boys. After completing a course of study on the Southern States, this question was asked him, “In which of the Southern States had you rather live, and why?” to which he replied, “I’d rather live in North Carolina, because it’s home and it’s fertiler.” That sentence alone is sufficient to explain my purpose here, as a pupil and a member of the college class. The school is familiar to me, I’m “at home,” here, and I appreciate it for what it has meant to me as a citizen of North Carolina, and the State at large. I can get more adaptable school-room material and more real inspiration here than I’ve ever gotten anywhere else. We get concrete data, at a nominal expense, a much smaller amount than we could live on at home; we have an average amount of equipment, extravagancies in every form are discouraged, there is no fatal line of demarcation between faculty and student, the relation being ever one of inspiration and devotion to right. The same spirit of helpfulness, sympathy and interest in the welfare of every individual for the attainment of lofty ideals that existed in the past, I find upon my return in intensified degrees.

I’m not speaking disparagingly of other schools, they have their mission. I only want to give my viewpoint as seen through the eyes of a Training School girl. Since leaving the Training School I have dipped here and there in other schools. At a certain celebrated college in America, I lost my identity in the mass of cosmopolitan humanity assembled there, and felt no personal contact with any one person or thing. The classes were too large for individual recitation work, in fact, the teachers did not know when they called the roll, whether the students named therein would be tan, black, or white in color.

At another college I emerged with an array of pleasing, high sounding theory that I enjoyed while in process of development, but which was of little value when I tried to apply it in my school-room. If a student of this school has ever become indifferent to the great vision and meaning of life as depicted here, that student, and that student alone, is responsible. If she has been disappointed in what she found at other institutions, and feels she needs more help as a teacher, my advice is to come home as I did. And finally, and forevermore I say, "I'm here because it's home, and it's fertilizer."

PATTIE DONELL.

SUGGESTIONS

Making the School Lunch Attractive

Every one knows how children at school "grab" their lunches in their hands and run out to play, eating on the way. Knowing that the children were eating hurriedly just to get a chance to play, we knew we must change their plan of eating and playing—of course, it wasn't good for them to play immediately after eating.

We worked out a plan which not only helped with their lunches, but also helped on the playground. Instead of the usual 15 minutes recess and one hour lunch period, we gave 45 minutes in the morning for play. The children were divided into groups and each teacher supervised a group. This gave the children plenty of play and kept them from wanting to play at the noon hour. At 5 minutes of 12 o'clock each teacher sent one child to the pump for a bucket of water which he carried to the edge of the yard. The others then marched out and while the child poured water over their hands, they washed them by turns until all had finished. Here they learned a lesson in sanitation, that they must not eat before washing their hands. The children then marched back into the room. We sat at our desks to eat. While eating we played quiet games, such as "cat," "buzz," and "teakettle." At the end of 20 minutes they were dismissed to get water and get ready for work. This plan helped with the pre-



SCENES FROM "MONSIEUR BEAUCAIRE"

paration of lunches. The children took more pride in packing them. They learned to eat slowly and also learned the value of food.

Darlington School, Halifax County.

MRS. K. G. JOHNSTON.

The Big Boy and Girl in Lower Grades

Why do we find the big boy and girl in lower grades than they should be according to their age? It may be due to a lack of opportunity in the past, to irregular attendance and thus becoming discouraged, to lack of a sympathetic understanding on the part of the teacher, and sometimes due to lack of native ability. But I wonder sometimes if we do not mistake some other cause for the last mentioned and fail to give the sympathy or word of encouragement that might help them to find themselves. Sometimes we find them in lower grades because of some physical defect such as deafness that may be corrected by a physician. But whatever the cause, let us as teachers, try to discover it and offer a remedy when possible, or help these unfortunates to push forward.

I had an experience that has made me careful in my judgment of such cases. I found a boy fifteen years old and his sister thirteen in the second grade. This fact caused me to begin to wonder if their being in this grade was due to dullness. Both seemed to have intelligent faces so I noticed them closely on recitation and showed a special interest in them. I saw that their work was very good. As I investigated the situation I found their being in this grade was due to the misfortune of a lack of a chance. They had not attended school regularly. I decided to see if they were not capable of doing more than children of eight years with whom they were classed. So I began encouraging them in every way possible and gave them an opportunity to prepare a lesson with the third grade. They were very much interested in doing this, and showed much improvement. So they continued their second grade work and also took classes with the third grade until they were doing this work in the third grade as well as regular third pupils. About two months before school closed they left the second grade and devoted their entire time to the third grade work and at the end of the term they were ready for the fourth grade.

At first I showed faith in them and made them believe they could soon reach the third grade. By taking on a little extra

work at first and gradually adding to it they never became discouraged. Since they will be with larger children next year I feel that it will be the means of keeping them in school longer, for too often we find them dropping out because they are ashamed to be in lower grades with tiny children. The big boy and girl in grades with little children are sensitive, easily embarrassed, and discouraged, so we should do what we can to make them lose themselves in their work and thus forget their self-consciousness. And we should be sure, fellow teachers, that we are not assuming they are mentally deficient when it is only due to some other misfortune for which they are not responsible and which may be overcome by faith and a sympathetic understanding on the part of the teacher.

It was my custom to occasionally rest my pupils by reading to them a short story, and one afternoon when the room was very dark from an approaching storm, I read to them, quite by chance, Lamb's Dissertation on a Roast Pig. In the discussion which followed many other theories were advanced and I asked them to write a story about fire. The following story, written by Doris Kelly, a seventh grade pupil of the Jonesboro Graded School, Jonesboro, N. C., is one of these stories:

HOW WE CAME TO HAVE FIRE

"Gurka, the stone thrower, was mad, his rage was terrible. For had not Ozook, the killer, taken his cave? Ozook was a mighty man. He stole and killed. Gurka had worked fifty and five suns to dig a cave to suit himself. After he had got it dug Gurka was proud. Now it was taken by another man. He was the only one in the mass of cave dwellers who was not afraid of Ozook. Ozook was afraid to get near Gurka. He was afraid of Gurka's terrible stones. Had he not seen the white bear killed with one of Gurka's stones? After Ozook had closed up Gurka's cave he had gone to get something to satisfy his hunger.

Gurka finding the cave empty went in with caution. He looked and saw that Ozook had partly ruined his cave.

His pile of rocks was near. He snatched two in his hands and clashed them together in his rage. He could imagine himself hitting Ozook with his fatal stones. The more he thought, the more his rage grew. As he kept clashing the

stones together he noticed something fly off like the shooting stars which he had watched many a night over the ice. This mysterious thing caught the seal fur and straw he had to sleep upon.

He cried out in fear and rushed from the cave. He called his neighbor and observing it had not hurt them, went into the cave.

The fire had almost burned itself out and noticing that if more straw was piled upon it, it grew, they kept the flames alive. Then they warmed themselves from the terrible cold and fell to sleep.

The next morning Gurka going out saw with amazement a white mountain not very far off. Calling the people he got his precious fire and started off across the ice.

Meanwhile Ozook, returning, found the cave strangely warm and comfortable, and went to sleep. The avalanche moving onward covered Ozook and the cave forever buried him.

Gurka and his followers, pushing on protecting their precious bit of fire, at last reached a haven of refuge, established a village and built a temple to the God of Fire.

This happened centuries ago. Because of Gurka's rage and reverence to the Gods, we have fire."

GERTRUDE CHAMBERLAIN.

Ladies Buy Stage Curtain by Selling Eggs

In the community I taught last year, the women bought a stage curtain by selling eggs. These people had just completed their new school building the year before, and they wanted to get a new stage curtain.

In order to do this the women of the community planned to save their eggs and buy the curtain, instead of taking the money from the school treasury. At the end of each week these eggs were turned in to a committee and sold. They began this work in the spring of 1920 and by the end of the year they had saved up and sold enough eggs to buy a stage curtain which cost them \$85.00.

MILLIE HARRELL.

Thanksgiving Booklets

To correlate drawing and language work we made the Thanksgiving Booklets. These told the story of the Pilgrims

while in England, in Holland, and in America. Pictures were collected from old magazines and papers, among them the Queen of England, a church, and homes of England; Dutch children, homes, windmills, and cows; the Mayflower, the landing of the Pilgrims and their homes in America. Each child tried to make his story the longest and best.

After the booklets were finished each child told his story as he went through his booklet.

BLOOMER VAUGHN.

Automobile Race

In a copy of the "Normal Instructor and Primary Plans" I saw the "Automobile Race" as an aid to get children to work for better grades. The following day I made this statement: "Children, each one cut out the picture of the automobile you would like to own." They began asking questions, but not one hint as to the purpose did I give. All during the day I could hear the children asking, "What is she going to do with these automobiles?"

Every child was on time the next morning with his automobile. One child had a Ford with two engines. The others had nice big cars. They seemed very impatient for the morning exercises to be over so they could learn the secret. A long piece of paper ruled off for twenty days was tacked up on the wall. Each child pasted his automobile opposite his name. Then I explained that we were all beginning a race across the country and that each grade would count that number of miles. Such eager children never were seen before as the children went to their lessons! The grades were put up daily. At the end of the month the grades were added as work in rapid addition and a prize presented to the winner. This plan was used the entire time and the parents said that their children did the best work during the automobile race they ever had done.

B. V.

How We Managed an Oyster Supper

To bring the people of the community together to make money for the school and to throw the responsibility on the people were our aims. Knowing from past experience that the people liked oysters we realized these aims in an oyster supper.

Two weeks before Thanksgiving a committee of five consisting of one teacher, three ladies of the community and one man who was chairman of the Board of Education of the county handed to the Principal definite plans for an oyster supper.

Everybody seemed to be looking forward to the occasion, and time passed only too slowly. Finally the night came. The school-house was decorated in the season's drawings and autumn leaves. One room arranged as a dining room with three tables. The tables were decorated with leaves and pine cones. The other room was used to serve in and for a contest. The contest was known as the "Turkey Contest." Questions were asked about the turkey as: What part of the turkey appears next day?—Bill. What thread do we get named after the turkey?—Turkey Red. Copies were given to all who cared to participate. The contestants wrote the answers and turned them in to a committee. After carefully going over these a girl was declared to be the winner and was presented with a prize. In the cloak-room were two children dressed as gypsies telling fortunes for a dime, while in one corner of the room was a fish pond. Here two small children delighted in putting the fish on as the hook and line came down into the water.

The oysters were cooked in a home across the road, and brought over to the school-house where they were kept hot on an oil stove. Three school girls with the help of one teacher served. The other teacher looked after the money and saw that all had a nice time while three ladies washed dishes.

Everybody had a good time and we cleared \$40.00.

B. V.

Why I Left Office Work to Become a Teacher

Office work was very fascinating as long as it was new and there was something to learn, but soon it all became familiar and began to grow tiresome. I felt myself becoming a mere machine. It was always some one else who did the thinking. Of course, occasionally I had the opportunity of offering suggestions, but then I did not feel the responsibility. I was only secondary in the conducting of affairs. My typewriter, which was only a machine, ranked with me in importance, whereas as a school teacher I would have to assume the responsibility, not only in the class-room, but would be called on to take part in all community activities.

Office hours were long and tiresome. I worked from eight in the morning until five in the afternoon, six days in the week. While the teachers' actual school hours are not so long, I realized that a great part of her off-time must be spent in the preparation of lessons and other school work. Even here there was variety, and variety is the spice of life. Each day's work would be different from the one preceding. There are also the summer vacations to look forward to. You might say "summer school?"—but what of that? A teacher is never at a standstill, she must go forward, and if she has the right spirit, she enjoys being thrown with others of her profession, and exchanging views and experiences with them, as well as studying.

There was nothing in office life to keep up my interest in public affairs. I could feel my interest in life becoming narrow. There was nothing to draw me out and after the long hours at the office I was too tired to go out evenings.

Suddenly, I came to the realization that I was not serving humanity in the best way. What could I do to alter these conditions? I knew it, and had been faintly conscious of it all the while, but had just drifted on in the same old way. I wanted to teach, to help in the moulding of the minds and characters of the children of our country. That would be doing something worth while. I realized that I was getting out of touch with humanity. I wanted to work with people instead of things, to be thrown with the growing minds of children. I wanted to make a study of children and their peculiar needs, to help them find their vocation in life. I realized fully that I was not prepared for the great task and that I never would be, but my whole being was throbbing with eagerness to be up and about my work.

Aside from my interest and eagerness to help the children, I realized that it would help me also. In being thrown with the children I would have the opportunity of becoming broader, of seeing life from many different angles. I would be developing physically, mentally and spiritually.

Goldsboro, N. C.

BERNICE SIMMONS.

Developing Initiative through Opening Exercises

It had been the custom for the teachers in our school, a three teacher school, to conduct the opening exercises each

morning in their respective rooms and it seemed that it had grown monotonous.

In order to arouse the interest of the pupils in the opening exercises, we decided upon a plan that the school should assemble three times each week for opening exercises. On Monday the primary grades opened school, on Wednesday the intermediate grades, and on Friday the grammar grades. Each morning one pupil volunteered or was appointed to conduct devotional exercises and others were appointed for storytelling, special music, pantomimes, etc. The teacher was in the background but, of course, she saw that the exercises were well planned. Something special was planned for each morning. This worked no hardship for the teachers, as each teacher had only one program to plan for each week. On the birthdays of our great men, such as Washington, Lincoln, Longfellow, etc., our programs centered around their lives and work. Near Thanksgiving, Christmas and other holidays appropriate programs were planned. When there was no special occasion for which to plan our program, we had storytelling, dramatization of stories, pantomimes, talks on etiquette or the study of some good picture and the life of the artist. Other things could be added and the programs varied. Not more than fifteen or twenty minutes were devoted to opening exercises.

The plan worked very successfully in our school. The number of tardies was made much less and it seemed to create a spirit of enthusiasm among the pupils.

Beech Fork School, Chowan County.

ELIZABETH HOBBS.

What Movies Mean in Woodland School

The movies have meant more to our school and community than anything that has ever come to us, although they met with great opposition when they came. The older people, especially, thought that great danger lay ahead by enticing the boys and girls to go over to the "city" on joy rides, to the picture show. Experience has taught us that with it lies our greatest power in keeping the boys and girls at home, by satisfying their desire to see pictures, and also there is wonderful power in arousing interest in school life, and community life as well.

In school work they are a great help. The teachers find out

what picture is coming and have their pupils thoroughly aroused and interested so that they may enjoy and appreciate the story when it arrives. It is a great incentive to the children for real study.

In the lower grades we tell the story, reproduce it orally, write it by using short, simple sentences, and a great many times we enter heartily into a little dramatization. For instance, we learned that "Hansel and Gretel" was coming. We turned at once to the story in our First Reader and to the fairy books. The children went about it with the most intense interest. They studied it in every conceivable way. When the picture came it was a joy to watch them as they sat with mouths wide open waiting to see Gretel push the old witch into the oven, thereby overcoming the evil power. They enjoyed "Robinson Crusoe" with just as much interest and intelligence. It is wonderful to see how children in the lower grades take in the beautiful lessons that pictures bring to them. They enjoy, even, such as "Enoch Arden," "Mill on the Floss," etc. Of course, the teachers have to tell such stories very simply to little children.

In the upper grades the same plan works beautifully. The story is worked out more in detail, of course. The children are already familiar with some of the classics, and they like to play, to dramatize, too, so we let them get up little dramatizations. They enjoy thoroughly making "Tennyson Booklets," "Longfellow Booklets," and booklets of the various poets and artists, using bits of choice literature that they have made their own. After work of this kind has been done and the picture comes as a climax the impressions are indelible—the beautiful thoughts return to their minds again and again to make them glad.

People of the community as well are interested and enjoy the pictures. Those that have read the story re-read it, while those that have not read it ask for the book so that they may enjoy it all over again. The State Department did not forget that farmers like to see fine breeds of poultry, cattle and stock, so they send a few pictures of the very best breeds. Along with these usually come commercial pictures, showing some of our most important industries, factories, etc.

We often find children and adults, as well, who have never seen the ocean, mountains and wonderful things of nature.

They follow pictures of scenery with the deepest interest, as such beautiful scenery is thrown on the screen. One picture of this type, I remember especially, was taken from Alaska and it gave such a vivid picture of the great snow and ice fields of the north, with the bears, Eskimos, seals, etc., that the people felt as if they had had a trip to Alaska.

Woodland School.

ANNABEL PARKER.

Community Civics

If you have had an opportunity to travel on some of our school truck routes you doubtless know they are almost impassable at times. This winter one of our trucks knew no other fate than sticking in one particular spot every day. Our boys volunteered to make a road through which the truck might go safely. All brought axes from home and did the work in the dinner hour. They not only made traveling easier for themselves but for others as well. The spirit of social civics manifested here was to be commended.

We made an attempt to beautify our school grounds this spring. The older boys prepared the beds with the understanding that the girls were to plant the seeds. All the children contributed something for the beds. Some gave money to buy the seeds, while others brought plants and bulbs from home. Our beds were very attractive and we felt that we were fully repaid for our work.

Nobles Mill School, Edgecombe County.

NANNIE MACK BROWN.

How Basketball Helped to Improve Our School Grounds

The building of the one-teacher school in which I taught was modern and well furnished, but there was no playground. The building was near the road, and the front yard was only about 20 by 40 feet. I decided to introduce basketball. Although there was no cleared space for the court, there was a rough, stumpy place nearby that we could use. We gave a Valentine party, and easily cleared enough money to buy the ball and goals. The children brought from home, or borrowed, rakes, and other farm tools. We cut bushes, dug stumps, raked leaves and soon had the court cleared. This was not all, for we not only cleared the court, but enlarged the yard all around, and as a result we had both a front and

back playground, besides our basketball court. It would have been almost impossible to have improved the yard as we did, if it had not been for the stimulus furnished by the basketball.

Any school, even a one-teacher school, can have basketball if the teacher and children want it.

Maysville, N. C.

IDA HOLLAND.

Using Material at Hand

Often teachers in rural schools complain about the lack of material to do things with when there are a number of things all around if their eyes were just open to them.

One winter while teaching in a rural district, we turned our sand table into a farm home. I had the children bring in a number of nice long corn stalks. The children split these up into long and short strips. First, we laid a rail fence for the barn yard fence. We built a pig pen with long strips. For a trough we took a short strip of stalk, cut it half in two and hollowed it out. We made the pigs of a round piece of stalk with smaller pieces stuck into it for the head, legs, and tail. The horses were made this way too. The barn was made of a pasteboard box. The horses and cows had stables. The well in the yard was made of a piece of stalk hollowed out and buried in the sand. The bucket was of a corn stalk fastened on a long pole. For a pond we used a lid buried in the sand. On this floated two small celluloid ducks purchased from Woolworth's, two for five cents.

For the farm house one boy took a box and made it into a house. We papered this with the paper on which the children had made neat borders. The furniture was made of corn stalks. In the front yard we had flower beds made of short pieces of corn stalk. The children took great pleasure in keeping the yard nice. I tried to explain to them that they must not have the house too crowded with furniture.

These are some things my children got from this sand table: that they should take pleasure and pride in their home; that it should be kept neat and orderly; that it should not be crowded with unnecessary furniture; and that the yard should be pretty with flowers.

In the barn yard, they learned that the animals should have clean places in which to stay. Very often we changed the straw in the pig pen and in the stables. By doing this they learned that they had better meat when the pigs were killed when they had a good place in which to stay. The other animals also would give better service when they were properly cared for. They knew that if the water in the pond got sand in it, they should change it because impure water breeds mosquitos. Making the sand table furnished some excellent material for language work.

MARY DUNN.

Making Grammar Interesting

This is a device to teach the parts of speech and their use in the sentence, which I have used successfully in sixth grade work.

They get first that the group of words must make complete sense, or it is not a sentence, as "on the tree" does not tell anything definite, but "The bird is on the tree" gives an idea or makes sense, or gives a complete thought. They soon learn that every sentence must have a subject and a predicate; if it does not have both, it is not a sentence.

I mark out this plan to impress the idea, the sentence must have a home or house to live in, so we mark off a line placing the subject in the first part with upright line showing the partition of the rooms, and the predicate in the middle room. The subject, or naming part, comes first because names are very important; the predicate or acting part lives in the next room, because it tells what the subject does; the complement completes the meaning, so it lives in the last room. With this idea the that the sentence is important enough to have a home, we begin on the parts of speech. The children like the idea that there are eight of these parts of speech and we are to learn how to make a room or porch for all of them. I tell them that after we have learned it all, I am going to tell a story about some children who lived in France and had no home.

The name or noun comes first and lives in the subject room, some times it lives in the complement room, too. The pronoun sometimes takes the place of the noun. The verb comes next, and lives in the predicate room, because he is the acting, or the word that tell us what the noun did or is going to do. Put the diagram on the board with these sentences:

"James ran." "James hit the ball." Show how the boy is the name, the word ran shows what he did; just two rooms. The next takes three rooms and a porch. "James" (the noun) names some one; "hit," the verb, performs the action; "ball" tells what was hit, or receives the action, and lives in the complement room. Drill until they get the foundation well fixed in their minds, perhaps a week or two will give everybody a clear idea of it. I pass from the rooms to the people who occupy the rooms.

The noun is the mother for she names everybody, like "trees," "birds," "tables," "John," and "James," etc. The pronoun is the oldest daughter, because she takes the place of the mother when she is away from home. They are the only two who ever live in the subject's room or mother's room.

The adjective is the hired girl who helps the mother and daughter; she tells the visitors who they are or describes them to everybody. Most of the time she lives on the porch, but sometimes she stays in the complement room.

The verb is the father because he works or does the acting and shows the condition of things, he only, can stay in the predicate room or middle room. The adverb is the boy who helps the father, tells how, when and where the father acts or works. Sometimes he helps himself out and sometimes he helps the hired girl, the adjective.

Now, we put up a larger house so we can take care of all the folks.

I then ask if they can find or make a sentence with all of these folks in it.

"The young horse ran swiftly," leaves out the daughter but we don't need her when mother is at home. Now the adjectives go on the porch to mother's room and the adverb on the porch to father's room. I drill at each step, and make a diagram.

The most interesting person is the preposition, she is the old maid aunt who comes to the house occasionally and shows the relationship of some noun or pronoun that isn't in the mother's room to the other part of the sentence, as "John went into the house." She likes to trace up kinfolks and is very important.

Then the conjunction is just a connecting word, sometimes

he connects nouns to other nouns or pronouns, verbs to other verbs. He is like the coupling between railroad cars. We couldn't couple a freight car to a hand car, but we could couple two freight cars, or two passenger cars, as "John and James can run or jump."

The very last one is the old bachelor uncle, he sits off by himself and doesn't help anybody out except when something bad or very sudden happens. He scares away the hawks, or howls out when any one gets hurt. His name is interjection, as "Hurrah!", "Look!", "Oh!", "Ah!", etc. Usually he is followed by an exclamation point. This takes us over several weeks of school work.

As a review I tell the story which I promised them; they have by this time a keen desire to hear it.

I then ask them who can draw the house and put all eight parts of speech in different rooms each in the proper place, using their sentence.

"Oh! the little boys and girls ran hurriedly into his house."

We have the eight parts of speech in one sentence, and have used each only once, except the noun, which is used three times.

MRS. FANNIE KERR HENRY.

A community Civic League which I organized for the purpose of bringing the community into closer touch with each other was very successful.

At the first call ninety-five per cent of the people in the district took part; a special program was rendered by the school children.

Once each month the children would entertain after which refreshments were served.

The League decided to meet twice each month, the farm or home demonstration agent being present.

The young people of the League formed a Dramatic Club and gave many good plays. From one play the amount of \$167.00 was raised.

The proceeds of the League were to be used for school improvements, the purchase of a piano, several large pictures, a kitchen outfit and a library.

The work is very successful and the community at large is delighted with the good work being done.

SALLIE MILLER.

What Is the Worst Thing in Your School?

The worst thing in my school is the old stove pipe in one of the class rooms in "Cabin public school," and next to the pipe is the stove and the place where it stands.

It has set the house on fire one time, but by learning of it in time, we succeeded in putting it out. It is always falling down; every time a rain comes it rains down on the stove, on the floor and on some of the desks. All the children seated near the stove, when the rain comes, have to be moved, so that their dresses are not soiled by the soot. Several days that were cold we couldn't have any fire, and the children had to go to some of the other class rooms to warm. But at last the committee has been convinced that it is dangerous, and we are living in hopes that it will be better next fall.

LULA MERCER.

REVIEWS

“The Use of The Dictionary,” is the title of a free booklet, by Dr. Edward W. Stite, district superintendent of schools, New York City, sent out by G. and C. Merriam Co., Springfield, Mass., which gives a number of suggestions for word-study that are valuable not only for the teacher but for use in the home. It contains a graded course for sixth, seventh, and eighth grades, which gives a clear idea of definite word study with a purpose. Then follow some excellent suggestions for teachers; these are: “How to Reduce The Teacher’s Burdens”; “Special Suggestions to Teachers”; “Suggested Busy Work Questions”; “The Dictionary as An Authority”; “Mechanical Helps”; “The Dictionary as a Book of Reference.” After these are “Suggestions to Parents.” The topics “Educational Value of Play” and “Home and Social Gatherings,” are good. One of the most helpful features of the booklet is devoted to games with the dictionary. Such games are given as: “Word Hunt,” and “Grammar Games,” “Alphabet Game,” “Pronunciation Game,” “Geographical Game,” “History Game,” “Synonyms Game.”

With this booklet comes a chart of English Sounds, as represented in Webster’s New International Dictionary, and a story of the “Americanization of Carver,” which has the key to pronunciation in a phonetic form parallel with it.

METRICE WOODLIEF, '21.

In the May 15th number of “School Life,” there is a very interesting account of “Teacher’s Institutes,” by P. E. McClenahan, superintendent of public instruction for Iowa. We will note here some of the most significant facts.

First, Mr. McClenahan gives the history of teacher’s institute from the first one, which was held in America in 1839 and was conducted by Henry Barnard at Hartford, Conn., for a period of six weeks. Eight years later the Legislature of Connecticut placed its stamp of approval upon this enterprise by making a State appropriation towards its support. The institute idea, once demonstrated, soon spread into other States, the institutes running from two to six weeks.

These pioneer institutes were wholly private enterprises,

organized, conducted, and financed by educators who recognized the possibilities of the teaching profession, its dignity and responsibility, and the necessity for trained teachers.

Today institutes for teachers or some equivalent for them are held in practically every State in the Union and are State enterprises.

The writer of the article mentions many types of institutes or summer schools in other States but fails to mention North Carolina in the list of States, but what this State is doing would furnish interesting material for a paragraph in this article.

All teachers in some States are required to attend these institutes. The programs vary with the counties. The stress is laid sometimes on subject matter, sometimes on methods in teaching, or it may be almost wholly of an inspirational character. The teacher coming into personal touch with those whose own teaching experience has been most vital, return to her own school-room feeling that the institute has been a mount of privilege.

Just what advantages have come to our schools as the result, directly and indirectly, of the teacher's institute we are unable to say, but we do know that the institute affords a bureau of information. Here the latest and most approved methods of teaching are presented in most practical form. The teacher willing to succeed may carry away from the institute that very material which she can turn to profitable account in her school-room.

The original purpose no longer holds, for as time goes on the institute changes to meet the needs of the school-teacher.

"Summer Quarter" has developed from the institutes. This summer quarter has proved very popular. It is now possible for a man or woman actually to teach during nine months of the year, and by attending summer sessions, to complete in time his college work and even to do graduate work.

Ultimately the teacher's institute may disappear from our school system. But, until professional standards shall have been raised, until universal training and higher educational qualifications shall have been more completely realized, the teacher's institute must hold a significant place in the life of the real teacher as it does today.

AILEEN JONES, '21.

Mr. Luther Burbank, a Californian by choice, not only benefited the world by making a greater and finer production of food easier, but he also contributed to its beautification by charming nature to a fuller floral expression.

Is it unreasonable then to expect California to stimulate the library plant to a finer growth?

The library is spoken of as the people's university by the wiser philosophers and is without doubt capable of far greater results than have been dreamed for it. Several things are required to secure success. The right person properly trained, experience, sufficient capital, and a workable plan.

But has the California idea been able to do with the library what Mr. Burbank did with the daisy and potato? I think it has; and here is the system. We find a state library with all its powers and duties backed by a large collection of books.

Mr. James Gills, a business man with library experience, became state librarian. Being a genius, by his skill as an organizer he prevented overlapping and developed team work. Ten years have seen 41 county libraries established, books 1,519,331, branches 3,584, school districts served 1,982. These figures are nearly a year old. No one is asked to pay a cent for this service. It is all taken care of by public tax.

In conclusion we might say that we have merely organized a fact that ought to be self-evident. Adequate financial support is essential to the library as is demonstrated by California.

Much more might be said about the details of the system but it would merely be cumulative evidence. California has taken a well known plant and developed a new species productive of a more glorious fruit. Mr. Burbank is not the only Californian who has seen his vision take material form.

"In School Life" for May 15, 1921, is an article by James F. Abel on "Teacher Placement by Public Agencies."

Thirty-one States and many higher institutions assist teachers while governmental bureaus formerly did so.

In 16 of the States, bureaus of teacher placement have been organized in connection with the State offices of education. In 15 other States the work is handled at the office of the State superintendent, while in 17 States nothing is attempted along this line.

The Massachusetts State Teachers Registration Bureau which became operative in 1912, is working as a State clearance in its organization.

This work in State offices is hindered greatly by the lack of funds. In seven States registration fees are authorized, but with the exception of Minnesota, the fees are too low to be of material aid.

Placement work is handled differently in different institutions; in some schools it is provided for in the regular budget. In most of these the plan of operation is uniform.

Certain schools are following unusual lines and many did special work during the war. One of the normal schools discourages any tendency on the part of its graduates to accept work where a number of them would be in one city together. The seniors were asked to make no teaching contracts until after Easter so that they would not interfere with the experienced teachers.

Graduates of other schools were registered in many bureaus during the war. This was primarily to meet the emergency and was sometimes accompanied by a refusal to make nominations for positions in other States. Some institutions still desire to arrange some plan of exchange of registrant's credentials with other institutions of the State or those of other states.

Institutional placement bureaus charge no commission as they do not have to fill a large number of places. Their success lies not in placing many teachers, but in placing the trained minds so that the largest amount of effective service will be rendered by satisfied workers. They fill positions with the persons best fitted for them.

After having made a placement many institutions do definite follow-up work. Many institutions recognize the great value of such work but the means are not available. One institution undertakes to keep in touch with their graduates during the first three years. A Western agricultural college sends out a worker to help all of its graduates during the first year of teaching. Another Middle West institution locates its graduates and then secures yearly reports on the kind of work being done. Whenever an adverse report is secured a friendly visit is made to ascertain the cause and the remedy.

In September, 1918, the shortage of teachers was called to

the attention of President Wilson and he allotted \$25,000 to assist school officers in obtaining teachers.

In October the Commissioner of Education announced the establishment of a division for the purpose of securing teachers for colleges and normal schools. The educational institutions were asked to send lists of former graduates, those about to graduate, and names of any persons who were capable of teaching. This was done in order to secure good teachers and to use those to the best advantage.

The school board service division closed its work in October, 1919, began it again after five months, and for the lack of funds closed its operations in July, 1920.

BETTIE BRUCE EXUM, '21.

An interesting bulletin, "Pitt County, Economic and Social," is mainly the work of the Pitt County Club at the University of North Carolina, and was published early in the year.

"It is an attempt to interpret the present-day forces of life in our native county, and to prepare for competent citizenship and effective public service."

The hope expressed in the foreword is that this Pitt County bulletin will find its way into every home, school, library, and business house in the county; into the hands of every teacher, banker, merchant, minister, lawyer, and farmer; and that all the people might receive in full measure the service the authors crave to render their native county.

It is worthy of careful attention.

The first three chapters are by S. J. Husketh, Superintendent of Schools in Bethel. In the chapter on "Historical Back Ground," he gives the early history of the county and its educational development. One interesting feature is devoted to the county builders, among whom are Thomas Jordan Jarvis, General Bryan Grimes, General James Armstrong, and William Blount. In chapter two he discusses the natural resources, its geography, soils, seasons, and native crops and its timber. In the chapter on "Industries and Opportunities" there are some interesting facts and figures about the county as a great agricultural center. The manufacturing interests are in a table.

S. O. Worthington, of Winterville, in the chapter, "Facts

About Folks," takes up the population; death, marriage, and birth-rates; health department, what the people do; social activities, education, and church membership.

J. V. Perkins of Stokes, under "Wealth and Taxation," discusses industries, agriculture, general facts, tenancy, mortgages and banking, war thrift and the effect of the Revaluation act, on Pitt County.

M. B. Prescott of Ayden furnishes an interesting chapter on "Farm Conditions and Practices."

One chapter by S. O. Worthington, tells of the towns of the county.

I. W. Little calls attention to what is not done in "Home-Raised Food and the Local Market Problem."

"The Rural Schools of Pitt County," "Things to Be Proud Of," and "Our Problems and Their Solution," are three very interesting chapters at the end of the book.

FANNIE BET BROWN.

"Ideals and Achievements in Delaware," is the title of a very attractive booklet, which is the report made of the annual meeting of the Service Citizens.

This organization is not a political, partisan, or sectarian, body. It was formed in order to make demonstration, which might lead to an improvement of fundamental and vital conditions within the commonwealth, and would serve as a guide to other states of the Union.

This booklet gives much interesting information in regard to many promising things that are being done in Delaware.

SEVEN SCHOOL DISTRICTS JOINED TO CONSTRUCT PLANT WHERE PUPILS HAVE ADVANTAGES OF CITY SCHOOL

A consolidated school plant has just been dedicated for \$225,000 at Holcomb, Kansas, which is considered one of the most elaborate and complete plants in America.

Seven school districts joined to construct the single plant where the pupils might have the advantages of a city school, including manual training, domestic science, and scientific training of several varieties.

Pupils are transported to school by motor busses driven by the teachers.

The consolidated school group consists of seven buildings in all, a first class farm for instruction in practical agriculture and a large athletic field. In addition to the main high school building, there is a large garage for motor busses, a faculty home, a cottage, and home for janitor.

GLADYS BALLANCE, '21.

SCHOOL ACTIVITIES AND NEWS SPRING TERM

Celebration of President Wright's Birthday

On May 21, the faculty, officers and students of the Training School honored President Wright by giving him a surprise birthday celebration and dinner. A chorus of students serenaded him early in the morning. When he arrived in his office he found it decorated with flowers. The assembly hall was decorated in the colors and flowers of the different organizations, and the students marched in dressed in white. Much to their chagrin, when time for the morning assembly arrived their president was missing, delayed down town by a business engagement. They left the decorations up all the day, so that he could enjoy them.

He and his family and all the members of the faculty and their families were guests at dinner. At the table of honor in the center of the dining room were seated with the president and his wife, the members of the faculty that have been in the school since the first year. The dining room was beautifully decorated. Dorothy Perkins roses predominated in the scheme.

Mr. Austin was master of ceremonies, and presided with ease and dignity. He told of the days when he used to meet a tall black-haired man as he went to his work in Baltimore, little dreaming that they would ever be associated so intimately. He spoke briefly of Mr. Wright's work in Baltimore, telling of the building of the magnificent high school and the search for the man who "would put a soul into the school," and the man chosen was Mr. Wright. Later, when North Carolina looked far and wide to get a North Carolinian

who would put a soul into a new school, they went to Baltimore and found the same man and brought him back home.

Mr. Underwood told of the president in the broader field of education, of his reputation and influence in national affairs educationally. It was significant, he said, that he first met him as they were going to a national educational conference, and he had never attended a national meeting that he did not find him there. Their friendship was begun outside of the State, at these meetings. He had been impressed with the fact that wherever he was found while at these meetings there he was the center of the group. "People of the nation as well as those of the State who are conversant with what is going on in education, appreciate his work. He has contributed more to normal school development than almost any other man working in that field in America. Whenever a difficult and tremendous piece of work has to be done, Robert H. Wright is mixed up with it. When the history of education in North Carolina comes to be written, his shadow will be found trailing across every page."

The toastmaster called on Mr. Wilson to tell what Mr. Wright's life and work are meaning to the childhood of the State, and no one would know that so well as Mr. Wilson. He said there are five hundred thousand school children in the State, and no real parent would exchange a one of them for all the material wealth of the State. Their value cannot be estimated. A man who gives himself to these children works for the highest and best for the State. There is not a man who has contributed more to rural education in the eastern part of the State than Mr. Wright and he has done more to meet and develop present educational ideals in the State perhaps than any other single one. He has been working behind the scene, often, and has given many a curtain lecture, perhaps, but he has influenced the standards and ideals very greatly. He spoke of the pleasure it had been to be closely associated with him in the work. "Many men in their zeal stress the wrong things, but here is a man who has been stressing right things."

Miss Graham told of the ideals and standards he had stood for during his years as president of the Training School. She wove in Mr. Wright's expressions and his own statement of his ideals, until it seemed as if she had collected them into something almost like a creed. She gave as some of the things

he had impressed upon his faculty these: "The bigness and worth-whileness of the job; do not be an imitator but a thinker; no work is more important than that of training teachers for the elementary schools and of improving the rural school of the State." She spoke of the democratic spirit that permeates the school. "He is one of us, ever ready to counsel and serve, one to whom we love to go with our joys and troubles." She referred to his straight-forwardness and honesty in dealing with individuals, his confidence in people and his appreciation of good honest work. She proposed a toast to "him who should be proud of his job, to him who is no imitator, but a master thinker and searcher after truth, to him, a true democrat, who is of us and with us, to him who is straight through and through, and practices what he preaches—to our beloved president."

Mrs. Beckwith was called on to speak in behalf of the officers and teachers, many of whom have been with him since the opening of the school. She cleverly, in balanced sentence, spoke of the things he had been called on to endure throughout the day: "We have sung for you, yelled at you, dragged you out, called in recruits, tabled you, stuffed you, and said just what we pleased to you and about you." She then turned to the serious side of the occasion, and expressed appreciation of his work, saying it had been a joy to tread the path with him, assuring him that those who had been working with him would try to keep pace with him as he reached out toward the visions of the future. She referred to Mrs. Wright as the "ideal school man's wife and the ideal wife of a school man."

Miss Camilla Pittard in behalf of the student body proposed a very apt toast in rhyme.

At the end President Wright at last had a chance to come back with a word. He said he thought the rule against hazing had been broken, for he had been hazed all day. He expressed appreciation of what had been done for him but admitted it was rather embarrassing to be talked about to one's face, yet there was a pleasant side to it. He spoke of the splendid spirit of the faculty and the magnificent student body. He said it isn't money or wealth that brings the highest satisfaction, but love from one's fellow workers.

At the close he announced that it seemed it was his turn to do something, therefore the remainder of the day was declared a holiday.

The Senior Play

“Monsieur Beaucaire,” was a brilliant success and in spite of the lowering clouds there was a full house. The audience was entranced with the beautiful scenes and followed well the thrilling plot as it unfolded. It is difficult to say which scene was more lovely, the festive ball-room scene, or those in the wonderful soft moonlight. The lighting effects were far ahead of anything of the kind ever attempted at the Training School, the soft blue for the moonlight scenes, and the spot lights for the characters occupying the center of attention.

The acting was remarkable. Miss Ruth Poindexter as Monsieur Beaucaire, the star, was superb, never once losing that difficult part. She looked as if Louis Phillippe had stepped out of the frame. She was excellent. In the disguises, first as Monsieur Beaucaire, then the Englishman, the Duke de Chateaurien, and finally as Louis Phillippe, heir to the throne of France. She seemed equally good in all.

Miss Helen Bahnson was a lovely Lady Mary, and the sad ending caused a catch in the throat of some, and made others wish it had had the happy ending. One felt the prince could not have found his French lady so charming.

Miss Elyfe Holloway, as Lord Winterset with her scowls and storming carried through wonderfully well the difficult role of the villain.

The inseparable lovers, Harry Rackell, played by Miss Pattie Hunter, and Estelle, played by Miss Nelle Pappendick, made an attractive couple, the contrast in type making them striking. Miss Grace Jenkins, as the fop, Mr. Bantison, furnished most of the humor of the play, and never failed to get across the footlights. Miss Camilla Pittard, as the gracious and charming Lady Clarise, and Miss Millie Everett as Captain Badger, were favorites with the audience, and did as artistic acting as any in the play. Miss Annie Laurie Baucom was beautiful Lady Malbourne and played well the haughty dame.

It took many more workers than those on the stage to make the play a success. The committees that worked behind the scenes deserve great credit for performing well their tasks.

The cast was given in the Spring Quarterly.

Reception to Seniors by President and Mrs. Wright

The reception to the Seniors by President and Mrs. Robert H. Wright on Saturday evening, May 7, 1921, was one of the most delightful ever given a class.

Members of the faculty assisted Mrs. Wright in entertaining and serving. Misses McFayden and Goggin met the guests at the door and Misses Whiteside and Lewis presented them to the line. President and Mrs. Wright, Mrs. Jarvis, Mr. and Mrs. F. C. Harding, Dr. and Mrs. C. O. H. Laughinghouse, Mr. and Mrs. S. B. Underwood and Mr. Rose were in the receiving line.

Misses Ross and Harding received guests in the dining room where refreshments were served by Misses Pearl Wright, Kathryn Lister, Priscilla Austin. Mr. and Mrs. Austin received in the living room. Mrs. Hines and Miss McKinney assisted by Miss Cole served punch. Misses Wilson and Bartholomew received in the library. Misses Mary Wright and Elizabeth Austin entertained with the victrola. Solos were sung by Misses Bartholomew, Aileen Jones, Josie Dorsett and Mr. Rose and were greatly enjoyed. The house was beautifully decorated with red and white cut flowers, potted plants and vines.

MILLIE EVERETT.
LOIS BOONE.

The class of 1921 at their last class meeting made a permanent organization of their class. The purpose of this is to keep in touch with each member through letters written by the secretary. This class is to meet every four years for a reunion, where letters will be read and interesting experiences told.

The officers for the coming four years are as follows: Helen Bahnsen, president; Josie Dorsett, vice president; Julia Taylor, secretary and treasurer.

Field Day

Field Day exercises held on the Training School campus May 2, were under the management of the Juniors. The

different phases of the exercise were: A parade, crowning of the May Queen, Field Day sports, baseball, and a carnival.

The parade that passed along Fifth Street was very attractive and made a beautiful show. Major Clark and Superintendent Rose of the graded schools, led the way on horseback, and the Boy Scouts followed. Then came a float with the Queen of May and her court, all adorned in May garlands. Next came the procession on foot which consisted of girls dressed in appropriate costumes to represent the seasons, day and night, rainbow, the Greenville newspapers, and the Training School Quarterly, a group of Seniors representing the Y. W. C. A., members of the "A" class next to the last, followed by another group of Boy Scouts.

The events took place on east side of the campus. The crowning of the Queen of May was the first feature of the program. The races by the model school children were as follows: First grade, sack race, and "wheelbarrow race"; Second grade, hoop race, and hopping race; Third grade, leap-frog race; Fourth grade, relay race and potato race; Fifth grade, relay race between the girls and boys; Sixth grade, toe and heel race, and the snake race between the Fifth and Sixth grades; Seventh grade, the pass ball relay race.

The judges were Superintendent Rose, Mr. F. C. Harding, and Rev. S. K. Phillips, and prizes were awarded to the members of each race by Mr. Wilson, and Mr. Harding. These were generously contributed by merchants of the town.

There were two races by members of the Junior class: the 300 yard dash, and the suit-case race, which created much excitement.

There was a very interesting game of baseball played between members of the Junior class and members of the faculty. The girls did not realize that they were to play against such star players as Mr. Rose, Mr. Wilson, and Mr. Underwood. The faculty won with a score of 12 to 7.

After these sports were over, attention was turned to the carnival on the west side of the campus, where booths were opened, as, negro minstrel, fish ponds, fortune tellers, and annual shows. Candy, ice cream, flowers, and sandwiches were sold at attractive booths.

The money that was made in the various ways was given

to the Y. W. C. A. for the purpose of sending delegates to the Blue Ridge Conference.

“The Revolt,” a Play by the “B’s”

The “B” class presented a delightful comedy to the school at twilight on May 24, entitled “The Revolt.”

The actors played their parts well, keeping the audience in laughter throughout the entire performance.

Miss Clara Dowdy played the part of Grandma Greggs, the founder of the Flushing Academy of Household Science for Young Ladies, who strives to bring up girls in the good old-fashioned way, and teaches them how to manage a husband. The ideal husband was a dummy, whom they kicked and knocked around in her absence, but treated with respect in her presence. Miss Hazel Kennedy took the part of Susan Jane Jones, who was an emissary of the American Ladies’ Association for the Promotion of Female Supremacy, arrived to become one of the teachers.

In the absence of the founder of the academy the new teacher presented to her pupils ideas of how to manage a husband, which differed from those of Grandma Greggs.

The young ladies whose parts were taken by Misses Anabell Wood, Nina Rogers, Margaret Holland, Grace Dixon, and Lillian Paul seemed very respectful to the ideals of Grandma Greggs, but were in secret taking new and different views from their teacher. But they as readily deserted the new teacher when they heard the “Fifth Street Call.”

The part of Pauline, the little student, who worked out her tuition by scrubbing, was very well played by Miss Ora Evans.

Seniors Entertained by “B’s”

The Seniors were entertained at Amuzu Park. They met in front of the Administration Building at 5 o'clock, climbed on eight trucks and were driven three miles to the park.

The girls spent a pleasant evening, boat rowing, swinging, walking and dancing. A delightful supper was served by the “B’s.” A large camp-fire was built to roast weinies for the crowd. After this all were asked to be seated in the pavilion and there ice cream was served.

The music for the evening was furnished by a player piano and the fiddlers' orchestra.

Mr. Claude Tunstall, the owner of the park, was on hand and did all in his power to make the occasion enjoyable.

ROSALIE WOODLIEF AND MYRTLE LANE.

"A's" Entertain Juniors

The Junior class on the evening of April 28, assembled on the basketball court where they were delightfully entertained by the "A" class during the evening.

The program consisted of selections entitled "The Course of Love Too Smooth," read by Miss Laura Smithwick; "Watching the Sparking," by Miss Leona Johnson; and "Clearing Up Technicalities," by Miss Hortense Mahorne.

The next thing on the program was interesting stories told by Miss Agnes Whiteside.

A folk dance, "I See You," was engaged in by all. Music for the dance was played by the victrola.

A bountiful picnic supper was enjoyed by all.

The Sidney Lanier Society News

The society planned to go on a picnic at Amuzu Park the 9th of April, but on account of rainy weather the picnic was postponed. The program was given by the Juniors in the society hall, a very interesting mock faculty.

Refreshments were served after the program.

On the 14th of May the Sophomores in the society entertained the society on the campus at 7 o'clock.

The program was composed of a few readings and several selections sung by the Glee Club.

Refreshments were served after the program.

The society held its last meeting of the school year, 1920-'21, in the school auditorium at 7 o'clock, May 28.

A very interesting program devoted entirely to music and the life of composers of music was given.

The new officers for the year, 1921-'22, are Annie Ruth Joyner, president of the society; Thelma Shamhart, editor-in-chief for The Quarterly, and Charlie Mae Barker, assistant editor. On account of another position which Lillie Mae Dawson held, she resigned the place of chief marshal, and Beatrice James was elected to take her place.

NELLIE BENSON, '21.

Poe Society News

On May 14 instead of having the regular society meeting, the Poes went on a hike to a beautiful spring near the Old Pitt County Courthouse about five miles from Greenville. Upon reaching the spring a bountiful picnic supper was spread after which a bon-fire was built and numerous ghosts appeared upon the scene. Just at this time everyone gathered around the fire and ghost stories were told. Several selections were rendered by the Society Glee Club, which were greatly enjoyed by everyone. After having spent a very delightful evening, a happy but tired crowd returned to the campus ready for bed.

The following are the new officers: President, Oma O'Briant; treasurer, Hortense Mahorne; business manager of Quarterly, Annie Spruill; assistant editor of Quarterly, Mabel Thomas. The remainder of the officers are elected in the fall term.

At the last meeting, a very enjoyable program was rendered consisting of vocal solos by Annie Laurie Baucom, Nell Pappendick, Virginia Rhea, and Fannie Johnson, and the reading of short selections from the *Holy Grail* by Camilla Pittard, Carrie Lee Bell, Helen Bahnsen, Oma O'Briant, and Hortense Mahorne.

The members of the "B" class visited the newspaper and printing offices to see just how this work is done. They had studied various phases of the work in the English class, but wished to see the presses and machines at work printing.

They had been studying the newspaper from the standpoint of getting news and reporting and from the editorial point of view. They knew what proof reading meant, and they had some idea of the theoretical side of the "making-up" of the paper, but finally they actually saw it done. It is difficult to say what interested them most, the linotype machine, or the press at work. All went away with their names on a line of type from the machine as souvenirs.

This class visited the office by invitation. The class was divided into three sections as follows: First group, Misses Maggie Dixon, president of the class; Madeline Riddick, Margaret Holland, Miliah Peel, Kathleen Jones, Mittie West, Ethel Hardy, Lillian Paul, Viola Rimmer, Ruth Savage, and Annabelle Wood; Group two, Misses Myra Bridgman, Rosa

Deans, Bessie Farless, Senia Frazier, Hazel Kennedy, Beatrice Link, Beatrice O'Neal, Annabel O'Neal, Laura West, Lille Belle Shepherd, Sallie Delle Robertson, and Hyacinth West; Group three, Nellie Burbage, Vida Cahoon, Grace Dixon, Mildred Brodie, Fannie Forbes, Frances Gaskell, Clara Gilliam, Lucy Goodwin, Nellie Lee, Vera Miller, Nina Paul, Allie Perry, Vivian Rice, Nina Rogers, Noma Rogers, Katherine Smith, Mary Vaughn, Ada Wharton, Clara Dowdy, and Ora Evans.

The officers and committee chairmen of the Y. W. C. A. for 1921-'22 are: President, Marie Lowry; vice president, Jodie O'Briant; treasurer, Clara Dowdy; undergraduate representative, Annie H. Felton; secretary, Penelope Wilson; social service, Alma Walkup; social, Marie Riddick; religious, Mary Brock; publicity, Daisy Williams; world fellowship, Louise McCain.

A beautiful installation service was held when the old cabinet gave up their places to the new. The candle servive was used, following the custom of years past.

The Y. W. C. A. sent six girls to the Blue Ridge Conference in June. These girls will have charge of the Y. W. C. A. activities during the next regular session of school. The following girls attended the conference: Misses Marie Lowry, Carrie Lee Bell, Alma Walkup, Marie Riddick, Mary Brock, Lily Mae Dawson, and Miss Trixie Jenkins, who went as a volunteer. Miss Nellie Wyman, faculty advisory member of the Y. W. C. A. cabinet, took the trip to Blue Ridge with the girls.

Rev. Stuart Oglesby from Oxford, N. C., a member of the Albemarle Presbytery, made an interesting talk to the student body one morning.

Miss Emily Walker of Raleigh, representative from the N. C. Red Cross Association, connected with the Community Service work, visited the school for a few days and made an excellent talk to the school conerning the work.

Miss Ruby Wray, a home missionary, teaching in the mountains of Kentucky, in her talk to the student-body made a splendid appeal to the girls thereby arousing much interest in the work.

Dr. Edwards, Mr. and Mrs. Pollock, while holding revival services at the Christian church, visited the school at an

assembly hour. Dr. Edwards delivered an excellent talk to the student body. Mrs. Pollock presided at the piano while Mr. Pollock rendered a few vocal selections.

Mr. J. H. Highsmith, State Inspector of High Schools, visited the school and made a most impressive talk to the students at assembly hour.

ALUMNAE

GRACE SMITH, ALUMNAE EDITOR.

The Alumnae Association was well represented this year at commencement. There were ninety-eight present—the largest number that has ever attended a commencement before. There are now over five hundred members of the Alumnae Association and when the number graduating in August is added there will be five hundred and fifty members.

The alumnae this year were provided with an alumnae hall for their dormitory comforts where all could be together and have a good time.

The association held its regular business meeting June 6. The new officers are: Miss Ophelia O'Brian, president; Miss Bonnie Howard, secretary and treasurer; Miss Lizzie Stewart, corresponding secretary, and Miss Elizabeth Hathaway, new member of executive committee.

The association decided to start an endowment fund through which they could keep some girl in school here.

After the business meeting they were invited to the dining room where they enjoyed a luncheon.

One interesting feature of commencement was the alumnae recital given by Miss Dicie Howell of New York City. It was largely attended and Miss Howell received much hearty applause. The alumnae association realized quite a little sum from this recital, which sum was added to the endowment fund. Full reports of the meeting and the luncheon are given in the commencement report. Those of the alumnae who attended commencement are as follows:

Grace Cloninger, Alma Odom, Helen Elliott, India Elliott, Emma J. Brown, Flora Barnes, Mrs. Annie Gray Stokes Burden, Eloise Tarkenton, Gladys Baum, Mildred Thompson, Annie Smaw, Louise Smaw, Zelma Wester, Ethel Southerland, Edith Matthews, Alla May Jordan, Ruby Garris, Fannie Jack-

son, Jessie Howard, Bonnie Howard, Ruth Hooks, Laura W. Newton, Lizzie Stewart, Janie Tyson, Caroline Fitzgerald, Mrs. Margie Davis Warren, Mattie H. Bright, Mrs. Hannah Cuthrell Brown, Mildred McGowan, Eula Pappendick, Jessie Daniel, Lois Hester, Ruth Proctor, Lillie Mae Whitehead, Pattie V. Farmer, Mrs. Lucile Bulluck Hall, Blanche Lancaster, Jennie McLawhorn, Orene Hollowell, Gay L. Albritton, Mrs. Reba Everett Barnhill, Bess Tillett, Sue Walston Pitts, Mrs. Thelma Bryan Cherry, Dorothy L. Johnson, Roland Martin, Rubelle Forbes, Estelle Greene, Lida Taylor, Mary Whitehurst, Zelota Cobb, Mrs. Emma Cobb Bynum, Ophelia O'Brian, Mrs. Elizabeth Speir Davenport, Fannie Lee Spier, Mrs. Mary Lee Gallup Edwards, Virginia Luther, Ina McGlohorn, Mrs. Ethel Smith Stokes, Mrs. Ethel Finch Worthington, Mrs. Kate Tillery Quinerly, Christine Johnston, Mrs. Mary Moore Nobles, Mavis B. Evans, Mrs. Mary Emma Forbes, Mrs. Lulla Lancaster Stancill, Arley V. Moore, Mrs. Nell Pender Moore, Louise Croom, Ethel Stanfield, Mrs. Camille Robinson Willoughby, Mrs. Christine Tyson Hellen, Nannie Bowling, Nannie Mack Brown, Ruby Worthington, Emma Robertson, Kathrine Boney, Sallie Best, Mrs. Lillian Gardner Mercer, Mrs. Emma Harden Jefferson, Mrs. Callie Ruffin Worsley, Mrs. Lena White Harris, Lucy Barrow, Bessie Lee McArthur, Rena Harrison, Georgia Keene, Lallah Wynne, Bloomer Vaughn, Mrs. Clara Davis Wright, Mary Weeks, Hattie Weeks, Josephine Tillery, Edna Campbell, Mrs. Nell Ray Marston, Mrs. Martha Lancaster Fountain, Mrs. Louise Fleming, Mrs. Mattie M. King Gaylord, and Grace Smith.

Jessie Howard, '18, is attending Columbia University, where she is taking a course in physical education. She will be director of physical education at two schools in Durham, N. C., next year.

The alumnae are showing quite an interest in the college course which the school is offering now. There is a college class of twenty-three alumnae, representing seven classes, who are working for the school's degree, as follows: Misses Pattie S. Dowell, '11; Fannie Lee Patrick, '16; Bloomer Vaughn, '16; Eva A. Pridgen, '16; Nannie Mac Brown, '17; Elizabeth Baker, '17; Mary Elizabeth Evans, '18; Willie Jackson, '18;

Alice Outland, '18; Mary C. Hart, '19; Mary Eliza Whitehurst, '19; Lillie M. Hewitt, '19; Bonnie C. Howard, '19; Millie Harrell, '19; L. Ruth Brown, '20; Minnie A. Hollowell, '20; Orene Hollowell, '20; Nonie Johnson, '20; Virginia Pigford, '20; Henrietta Zahniser, '20; Gertrude Chamberlain, '20; Mary Sumner, '21; and Emily Langley, '21.

Josephine Tillery, '13, is a member of the summer school faculty. She is teaching writing.

Bess Tillitt, '18, taught two weeks in third grade in the Model School, filling out term for Lillian Cole, '19.

Willie Lee Smith, '13, has been teaching in Greenville, S. C. She has been doing excellent welfare work in the mill section of the city.

Nellie Dunn, '16, has been teaching in Washington several years. Her superintendent praises her work highly.

Dinabel Floyd, '16, and Jessamine Ashley, '16, are attending summer school in Asheville, N. C.

Eva A. Pridgen, '16, has had a very pleasant year at Hardrawer, near Enfield, N. C.

Amelia Clark, '17, taught the past two years at Boykins, Va.

Julia Elliott, '17, has had three very successful years at Quinerly School, near Grifton, N. C.

Bettie Allen, '18, taught at Kelford the past year.

Mrs. Rosser Lane (Mattie Poindexter, '18), who lives at Smithfield, has a charming little daughter, Marguerite Poindexter. Mattie came up to see her sister, Ruth, as the star in the Senior play.

Ellen Renfrew, '18, is working in the music department of Royal & Borden Co., Raleigh, N. C.

Mrs. J. C. Stokes (Ethel Smith, '18) is keeping house and also teaching music at Stokes, N. C.

Thelma Munford, '19, had a very successful year at Heaths-ville, N. C.

Texie Dale, '20, has been very successful at Iotla High School, Franklin, N. C.

Mrs. Hubert Austin (Helen Lyon, '18) is keeping house in Kelford, N. C.

Lottie Futrelle, '19, who is now Mrs. Lloyd Spring, is keeping house and teaching in Rehoboth, N. C.

Eva Stegall, '19, is now Mrs. C. D. Mixon of Lendin, N. C..

Roland Martin and Mr. Wm. B. Herring were married in June and will make their home in Winston-Salem, N. C.

Pauline Newell is now Mrs. Edwards of Simpson, N. C.

Fannie Lee Spier and Mr. Benjamin Law of Pelham, N. C., a tobacconist of Kinston, were married June 22, 1921. Miss Aileen Jones of Snow Hill, now a student here, sang at the wedding. They will make their home at Kinston, N. C.

Mrs. Ike Brook (Annie Wilkinson, '19) is keeping house at New Bern, N. C.

Mrs. D. E. Taylor (Gertrude Critcher, '14) is living in Norfolk, Va.

Mary E. Weston, '14, is now engaged in chautauqua work.

Essie L. Woolard is keeping books in Everettts, N. C.

Vera C. Wooten has made a great success in the Sanford school.

Mary Louise Tucker, '19, was married June 15, 1921, to Mr. Durwood Reed of Hertford.

Louise Moore, '15, is now Mrs. Llewellyn of Mount Airy, N. C.

Mrs. Joe Harper (Susie Barnes, '16) has been teaching at her home in Pinetops.

Mrs. Joe Winslow (Ruth Brown, '16) is keeping house at Hobbsville.

Mrs. Joe Wynn (Selma Edmonson, '16) of Texas, has a little son.

Mrs. Leon Fountain, formerly Martha Lancaster, '16, is now keeping house near Tarboro.

Mary Smith, '16, was married September 15, 1920, to Mr. Gordon Shannonhouse of Durant's Neck.

Kathrine White, '16, is now Mrs. George Harris, Plymouth.

Mrs. C. R. Little (Myrtle Brendle, '17) is living in Asheville.

Mrs. Harry Fagan (Viola Kilpatrick, '17) is keeping house in Pinetops.

Lucile Bullock, '17, is now Mrs. Thomas Hall Markham of Rocky Mount.

Ruth Spivey, '17, is now Mrs. H. R. Winslow, of Hertford.

Miss Mattie McArthur, '19, was married in June to Mr. Sheppard.

Miss Ruby Worthington, '19, is attending the Asheville Summer School.

Miss Lyda Tyson, '19, of Farmville, taught at Jacksonville, N. C.

Miss Lula Quinn, '13, of Beulaville, was married this spring to Mr. Paul Parker of Rose Hill. She was a teacher in the Beulaville Graded School.

Miss Ethel G. Perry, '16, of Franklinton, who has been teaching at Lincolnton for the last two years, has a position with the Southern Automobile Association for the summer.

Myrtle Moore, '20, is living in Crescent City, Fla.

Mrs. R. B. Hope (Lily Freeman, '13), whose husband is pastor of the Christian church at Humboldt, Tenn., spent a few minutes in the school on her way through, after having visited her mother in Norfolk.

SUMMER SCHOOL NEWS AND NOTES

The State and County Summer Schools

Our entire summer school which enrolled 300 pupils is composed of two separate bodies—the State summer school and the county summer school, 103 of the number belonging to the county summer school group.

The State summer school takes in those who have completed high school and are working for further credit or those who wish to raise the standard of their certificate; these are taking some part of the two-year professional course, three summers in this school completing the work of a school year. This is the only school in North Carolina in which three summers are the equivalent of a school year.

In addition to those taking the two-year course we have 23 of the school graduates who are taking the college course offered this summer for the first time. These girls have registered with the idea of doing two years work in addition to

the course they have completed and then receiving a degree from the Teachers' College.

The State summer school also includes a body of students grouped as specials who are here to complete the 15 units necessary for standard high school work. Some of these are from non-accredited schools or have conditions to work off before satisfying the requirements for other classes.

The county summer school is for those who either have no certificate and are working for one or for those who wish to raise the provisional certificate they now hold to an elementary grade.

There is no division in the faculty except that the county summer school director devotes his entire time to the county summer school. The schedule of the other teachers is so arranged that their work is divided between the groups. Miss Hattie Parrot and Mr. Proctor, director of the county summer school, personally interviewed and classified each member of this group. Since summer school started Mr. Proctor has had to leave and Mr. S. J. Husketh has taken his place.

The Faculty

Mr. Willis Holiman, who is a member of the faculty of the Training School this summer, has been superintendent of schools at Spencer, Ind., and was then superintendent of schools at Martinsville, Ind.

He has done quite a lot of research work on school boards, and has worked out a thesis on the school boards of Indiana. This fall he will begin work in the Indiana State College.

Mr. Charles L. Bane, who is now teaching history in the summer school, was formerly a teacher in Tennessee College for Women, Murfreesboro, Tenn., also professor of education in South Western University, Georgetown, Texas.

This fall he will continue his work as teacher in the department of education, Wesleyan University, in Ohio.

He was a special student one semester at the University of Nancy, Nancy, France, and was the organizer of the Ninth Regimental Infantry post school, Bendorf, Germany, 1918-'19.

He received his degree from the University of Texas in 1916, and his A. M. degree from George Peabody College for Teachers in 1920.



SUMMER SCHOOL FACULTY AND OFFICERS
THE FIRST COLLEGE GROUP



Mr. Frank L. Ashley, who is teaching history this summer, has for several years been superintendent of schools at Washington, N. C. He is very much interested in physical education in schools. After leaving here he will continue his work as superintendent of schools in Washington.

Mr. A. M. Proctor, who was in charge of the county work this summer, after registration, was called away to attend to other duties. Mr. S. J. Husketh, who has been superintendent of the Bethel schools has taken his place. Mr. Husketh is quite interested in working out the question of consolidation. This fall he will continue his work at Bethel.

Miss Ella Bradley, who is teaching mathematics this summer, has been teaching mathematics for several years in the Gastonia high school. She is a graduate of N. C. C. W., and has studied at the University of Tennessee, University of Virginia, University of North Carolina, and at Columbia University. This fall she will continue her work in Gastonia.

Miss Leone Reaves, who is a member of the faculty of the Training School this summer, was also a member of the faculty last summer. She is a graduate of Harrisonburg State Normal, and has studied at George Peabody College and Columbia University.

Miss Ida Pritchett, who is in charge of the public school music department this summer, has been at the head of the department of music at the Central High School, Nashville, Tenn. She is a graduate of George Peabody College, and has attended the Cosmopolitan School of Music, Chicago. Next year she will have charge of the music in the Training School at South Georgia State Teachers' College, Valdosta, Ga.

Miss Jamie Bryan, who is teaching the first and second grades in the Model School this summer, has been teaching the first grade in the Evans Street School, Greenville, N. C. She is a graduate of N. C. C. W., and has attended a summer school at Teachers' College, Columbia University. This fall she will teach the third grade in Asheville.

Miss Dora E. Coates, who is teaching the third and fourth grades in the Model School, has been teaching the second grade in Reidsville. She is a graduate of N. C. C. W. This fall she will continue her same work in Reidsville.

Miss Josephine Tillery, who is teaching writing this sum-

mer, was supervisor of writing in Roanoke Rapids, 1919-'20, and later supervisor of writing at Washington, N. C. She received her certificate from the A. N. Palmer School, New York, in the summer of 1919, and has been very successful in her teaching.

Miss Helen Jones Winborne, who is teaching piano this summer, has been teaching at Chowan College. She is a graduate of Chowan College, and has had special training at Peabody Conservatory, Baltimore.

The regular members of our faculty who are teaching here this summer are: Mr. C. W. Wilson, director of the summer school; Mr. Leon R. Meadows, Mr. Herbert E. Austin, Misses Mamie E. Jenkins, Birdie McKinney, Margaret Collins, Kate W. Lewis and Agnes Whiteside. Miss Fannie McClelland is principal of the Model School.

The College Group

There are twenty-three graduates in this group representing seven different classes—1911, 1916, 1917, 1918, 1919, 1920 and 1921. One of the first graduates is here.

They certainly are a happy looking class. Every one seems delighted that E. C. T. T. S. can offer this advanced work and every one wants to come until she can proudly walk away with a college diploma.

They note a good many improvements since several of them were here. You could hear exclamations of this kind in all directions on the days of their arrival: "O, aren't the grounds pretty now?" "Look how the trees have grown!" "Doesn't it seem good to see so many paved walks instead of the board walks we used to have?" "This library is now where Miss Davis' class room used to be!" One of the 1921 class said: "Why it will not be long before this will be the leading school in the South." We felt especially proud when Mr. Wright told us that E. C. T. T. S. was one of the fifty colleges in the United States that were recognized by the American Teachers' Association as teachers' colleges.

Several of these girls are coming back in the fall and many of them are planning to return next summer.

President Wright Leads Y. W. C. A.

President Wright addressed the summer school students at the first Y. W. C. A. service during the summer term. He spoke of the supreme importance of lining up on the right side during the present world crisis. He said we live in an interesting period of history, a period of transition from war organized on a destructive basis of faith in no one person or thing, to one of suspicion, characterized by hate.

He strongly emphasized the importance of proper adjustment to conditions in the new era brought about by the close of the war, and organization along definite lines. He declared that we have been feasting to a point of indency. There is less of "craziness" in North Carolina than perhaps anywhere else, and yet we are not free from it.

President Wright reiterated the necessity for square dealing and a vivid consciousness of our obligations. As a remedy for the present unrest he recommended planting truth only in the hearts of the coming generation, a closer walk with the Master and a real love for humanity. As an illustration of the example of truth he was setting forth, Jesus was shown a human instrument in the hands of His father.

This talk was a real inspiration to the students and gave them an opportunity to know President Wright. They do not have the opportunity to hear him daily and come under his influence as do the regular students throughout the year.

Speakers for The Y. W. C. A. for the Summer

June 19, Mr. Robert H. Wright; June 26, Dr. James B. Turner; July 3, Dr. B. W. Spilman; July 10, Mr. C. W. Wilson; July 17, Rev. Walter Patten; July 24, Mr. H. E. Austin; July 31, Community Sing.

Mrs. Beckwith Entertains

The summer school faculty was charmingly entertained by Mrs. Beckwith on Thursday, June 23. The party was an out-door affair, which was given on the woodland stage on the west campus.

This presented a very beautiful scene. The stage was brightly lighted and tastefully decorated, the color scheme

of yellow and white being used effectively. Cut flowers and ferns added to the beauty as well as the number of yellow butterflies in evidence everywhere.

“Progressive Seniors,” an adaptation of “Hearts” was enjoyed by all. Many stunts caused a great deal of fun, among these being a dramatization of a love story, a motion song, a spelling backward match.

The bowl of punch was popular throughout the evening. Ice cream cones were served later on in the evening. It was altogether a thoroughly delightful occasion.

Every Friday evening the girls, under the direction of Miss Pritchett, find a very pleasant recreation in community singing. Most of the girls are eager and willing to learn the rote songs, so they may go back to their schools and put the song in the heart of the child.

Community singing gives the teacher a chance to learn to sing whether she has a musical education or not.

These meetings seem to be full of educational value as well as pleasure.

Reception to Baptist Girls

A most enjoyable social was given by the Immanuel Baptist Sunday school at the Immanuel Baptist church during the summer.

The girls were given a cordial welcome by members of the Sunday school. The chief entertainment of the evening was games. During the evening several victrola selections were played. Ice cream cones and wafers were served.

President Wright's Talk to Summer Students

President Wright made a strong talk to the students of the summer school Tuesday morning, the first time he had appeared at assembly exercises.

He told the students something of the purpose of the school, and its standards and ideals, explained to them the place in the educational system of the State, and called on them to advertise the school by telling others about it. His talk was inspirational, especially at the close when he stressed the great need for trained teachers and pleaded with the student teachers to heed the call of the little children of North Caro-

lina who are begging them for light to show them the way out of darkness.

He carefully explained the different courses and the difference between the normal, or two year course, and the college, or four year course. By calling this what it henceforth actually is, a normal school and a teachers' college, he made the distinction clear. The two year, or normal course, entitles a student to the "B" grade of certificate in the State scheme of certification. This means they are accredited with the same grade of certificate as students from any other college in the State get for three years of work beyond the high school. This is because of the nature of work done here. The four year course, or college course, entitles the graduates to an "A" grade of certificate or the highest offered by the State.

When President Wright announced that this was the only teachers college in North Carolina recognized by the American Association of Teachers' Colleges, of which there are fifty in the United States, the students applauded. This means that it is the only school that devotes its whole time to the training of teachers.

Three summer terms in this school are counted as a year, whereas it takes four of any other summer school in the State. This is because this has an eight weeks term, while the others have only six weeks.

He declared that when a teacher has her highest grade certificate she is then really licensed to teach school, and school teaching is then on a professional foundation, but not until then. The spirit of the professional teacher in North Carolina is what has brought this to pass. He expressed the wish that he would live to see builded at this place one of the greatest teachers' colleges in the country. It will take money to get it here. He said that he wanted the next legislature to appropriate one million, four hundred thousand dollars, and that would get the plan well on the way. He said he hoped that next year over a hundred graduates would go out from the school, the next more, and more until there would be five hundred teachers sent from this school into the schools of North Carolina every year.

SUMMER SCHOOL STUDENTS

BEAUFORT

Nellie Burbage	Lena Mae Smithwick
Georgia Clayton	Pauline Taylor
Frances Gaskell	Clara Rebecca Dixon
Annie A. Heath	Fannie Harris
Minnie Hollowell	Willie Mae Langley
Cora V. Lee	Ophelia Latham
Mrs. G. W. Lewis	Flora Lee
Elva Moore	Murrel Miller
Fannie Lee Patrick	Lila Mae Prescott
Katherine Smith	Lily Mae Warren
Laura Smithwick	Olive Winstead

BERTIE

Lucretia Bunch	Allie Perry
Rosa Deans	Mrs. Rebecca Bond
Jessie Flythe	Bessie Lassiter
Millie Harrell	Sophie Amelia Phelps
Naomi Hill	Lou Thomas
Sallie Perry	Nora Todd

BLADEN

Eva Tatum	Ollie Johnson
Louise Jessup	Margaret McIver Jones
Belle Johnson	

CAMDEN

Susie Biggs	Gladys Norris
Claudia Burgess	Margaret Frances Etheridge
Mabel Etheridge	Mabel Etheridge
Beulah Mitchell	Laura Belle Harris

CARTERET

Carrie Gibson Ward

Aileen Kate Wells

CASWELL

Orene Hollowell
Agnes Smith

Cornie Ward

Annie Belle Page

COLUMBUS

Mae B. Osborne
Mrs. J. A. Tyndall

Violet Mae Whitford

CRAVEN

CUMBERLAND

Maude Berlin Beard
 Eva Ethel Harris
 Gertrude Melvin
 Addie E. Thorpe

Mary Eva Crumpler
 May Estelle Crumpler
 Mary Fuller Culbreth

DARE

Lucy Miller

Kansas Hooper

DAVIDSON

Marie Hawkins

DUPLIN

Aletha Blackmore
 Nora Blackmore
 Laura Beth Gaylor
 Floy Quinn
 Virginia Pigford
 Ludie Mae Alderman

Nellie L. Chestnut
 Bessie Mae Horne
 Frances Mercer
 Lula Mercer
 Ruth Savage

DURHAM

Mary Clarice Fletcher
 Sara Smith

Vallie Fogleman

EDGECOMBE

Nannie Mack Brown
 Florence Corbett
 Carrie Mercer
 Eva Pridgen

Mamie Pridgen
 Annie Laura Savage
 Ethel Davenport

FRANKLIN

Annie J. Perry
 Irene Woodlief

Lutie Boone

GATES

Mabel Blanchard
 Ethel Carter

Elizabeth Hobbs
 Sybil Russell

GRANVILLE

Marguerite Cannady
 Siddle Rogers
 Pauline Stem
 Mary Vaughn

Aretha Myrtle Jeffreys
 Maggie Parrish
 Bettie Pittard
 Hattie Lorraine Waller

GREENE

Bettie Carraway
 Ailean Jones
 Edna Earle Ormond

Rachel Mae Taylor
 Mamie Grimsley

GUILFORD

Bonnie Howard

HALIFAX

Louise Allsbrook	Juanita Carraway
Mamie Butts	Nannie Cawthorne
Ermine Lowe	Mary Portis Hale
Beulah Moore	Myrtle Greene
Madeline Riddick	Rose O'Geary
Lillian Bailey	

HERTFORD

Jennie Pruden	Ethel Teaster
Mary Cleo Pruden	

HYDE

Ethel Midgette	Doris Murray
Mae Willie Roberts	Janie Murray
Rena Farrow	Jane Elizabeth Swindell
Mary Marshall	

JOHNSTON

Mrs. K. G. Johnston	Lillie Langston
Julia S. Rose	Johnnie Lee
Myrtie Bass	Lucy Lee
Julia M. Grant	

JONES

Madie Oliver

LEE

Gertrude Chamberlain	Ruth Poe
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LENOIR

Daisy Everett	Hazel Waters
A. H. Kilpatrick	Meta Stroud
Marle Scott	Lois Suggs
Arlene Stroud	

MACON

Ruth Poindexter

MARTIN

Rhoda Peele	Katie Mae Robinson
Ethel Clarke	Mary Taylor
Lillian Viola Holliday	Virginia Taylor
Nella Mabe	

MECKLENBURG

Marie McKinnie	Connie Griffin
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MOORE

Minnie Mae Johnson

NASH

Rosa Braswell
Sallie BraswellPauline Matthews
Bloomer Vaughan

NORTHAMPTON

Fannie C. Daughtrey
Alice Outland
Etta RowlandJulia Vann
Mae Willard Gilliam
Ruby McDaniel

ONSLOW

Lorraine Cox
Lillie Hewitt
Rachel Hewitt
Calloway Hewitt
Ida Holland
Lila Mae Justice
Sadie KellumEloise Redd
Daisy Smith
Sue Scott
Grace Bloodgood
Lee Pickett
Olive Elizabeth Pittman

ORANGE

Beatrice Link

PAMLICO

Nellie Lee
Nina Paul

Ada Wharton

PASQUOTANK

Lina Capps
Margaret ChessonAlma Haymon
Margaret Harrell

PENDER

Mrs. Fannie K. Henry
Myrtle HorrellEffie Mae Blanchard
Gussie May Raynor

PERQUIMANS

Attie E. Bray
Alice Elliot
Sallie Miller
Mary SumnerMary I. White
Mattie Lou Williams
Annabel Wood
Isa Gladys Winslow

PITT

Lela Andrews
Lois Atkinson
James H. Barker
Annie Bryan
Ella Loraine Beddard
Juanita Carraway
Blanche Flanagan
Doris Jackson
Della BryanLeona Blanche Norman
Joe Norman
Earle Parkerson
Mary Lucy Parkerson
Mary Blanche Patrick
Manie Ruth Pollard
Mrs. S. A. Porter
Mrs. S. T. Porter
Ella T. Smith

Mattie Cannon	Hildah Smith
Cora Lee Carroll	W. Jasper Smythe
Mildred Dupree	Frances Taft
Lonnie Ellis	Katherine Tripp
Rosamand Flanagan	Myrtle R. Tucker
Thelma Flanagan	Nelle Ward
James Fleming	C. B. West
Lucy Fleming	Louise Whichard
Alice Fulford	Mary Whitehurst
Sarah E. Harding	Ida Belle Worthington
Mary C. Hart	Henrietta Zahner
Sybil M. Heath	Ada Moore
Willie Jackson	Myrtle Paul Overton
Rillie James	Olivia Raspberry
Annie Mae Kittrell	Maggie Teel
Wesley Laughinghouse	

ROBESON

Elizabeth Baker	Nonie Shaw Johnston
Elizabeth Evans	Freda Faulk

ROCKINGHAM

Claudia O'Brian

SAMPSON

Llewellyn Beaman	Lillian McArthur
Frances Clifton	Nellie Simmons
Beulah Mae Carter	

TYRRELL

Eva Bateman

UNION

Eunice Hoover	Ida Belk
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VANCE

Fannie Eleanor Fuller	Florence Tippett
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WAKE

Nina Broadwell	Helen Wharton
Pattie S. Dowell	Lillian Rickmond
Mary E. Dunn	Mary E. Watts

WASHINGTON

Kattie Davenport	Calla Bowen
Elizabeth Phelps	Essie Jordan
Fannie Moore Blount	

WAYNE

Sallie Belle Overman

WILSON

Annie Beulah Barnes	Nora Mae Barnes
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